

Individuals with Disabilities Education Act (IDEA)

Annual Performance Report

FFY 2012



**Submitted to the Office of Special Education Programs,
U.S. Department of Education**

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Overview of Alaska's FFY 2012 Annual Performance Report

Alaska continued to ensure that the State Performance Plan (SPP) and Annual Performance Report (APR) were used throughout the year as tools for guiding improvement. The report is the result of ongoing efforts made by Alaska Department of Education and Early Development (EED) staff, stakeholders and district and school staff that provide services to students with disabilities. EED recognizes its districts for implementing improvement activities to meet and sustain compliance and to improve results for children and youth with disabilities.

EED collects data for the APR from its data systems and districts as the data are available. EED staff review data to ensure accuracy and consistency across years and districts. It presents the data to a broad stakeholder group each year to solicit feedback and review and revise procedures, strategies and improvement activities as needed. Based on the data, EED also selects focus areas for additional statewide activities and stakeholder meetings throughout the year. Alaska is committed to improving results and maintaining compliance and uses the APR to assess its progress in meeting those goals.

Many stakeholders contribute to the annual development of the APR and ongoing review of data and improvement activities. These include: The Education Committee of the Governor's Council on Disabilities and Special Education (GCDSE) which serves as the State Advisory Panel; LINKS and Stone Soup Group (Alaska parent information centers); Alaska Special Education Services Agency (SESA); the University of Alaska Fairbanks and all districts and their staff. The APR would not be possible without the participation of students and youth with disabilities and their families.

Alaska also utilizes technical assistance resources from OSEP-funded TA centers in developing its APR and implementing its improvement activities. These centers include: Data Accountability Center (DAC); Center for Appropriate Dispute Resolution in Special Education (CADRE); Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI); Early Childhood Outcomes Center (ECO); National Center on Educational Outcomes (NCEO); National Post-School Outcomes Center (PSO); National Dropout Prevention Center for Students with Disabilities (NDPC-SD); National Secondary Transition Technical Assistance Center (NSSTAC); Western Regional Resource Center (WRRRC); and National Association of State Directors of Special Education (NASDE).

The complete APR is reviewed at least annually by the Education Committee of the Governor's Council on Disabilities and Special Education, Alaska's Special Education Advisory Panel. EED also presents the data to its district special education directors at annual meetings.

The State of Alaska also reports its APR results to the public. A copy of each district's Special Education District Data Profile (including each district's performance on the applicable APR indicators against Alaska's targets) can be found on our website at <http://education.alaska.gov/rcsped/>.

EED makes the SPP and APR available on its website each year <http://education.alaska.gov/tls/sped/>. The SPP posted on that website

(<http://education.alaska.gov/tls/sped/pdf/FY12%20General%20Update/130129%20SY11-12%20SPP.pdf>) has not been revised since February 15, 2013.

Alaska FFY 2012 Annual Performance Report Summary

OSEP notified Alaska on July 1, 2013 that it determined, based on its review of Alaska's FFY 2011 SPP and APR and other data, that Alaska met the requirements of IDEA.

Alaska strived to continue to meet requirements in FFY 2012 while focusing on improving results for children and youth with disabilities. Alaska continued its focus on building capacity in LEAs to make data based decisions, specifically in the area of graduation rates (see Indicator 1) and post-secondary transition (see Indicator 13).

Alaska did not revise its SPP for FFY 2012.

Indicator	FFY 2012 Target	FFY 2012 Actual Target Data	Comparison to FFY 2011 Data	Correction of Noncompliance
1 – Graduation Rates	85.0% (did not meet)	45.6%	Progress from 40.3%	NA
2 – Dropout Rates	4.9% (did not meet)	6.3%	Slippage from 6.0%	NA
3A – AMO	16.3% (met)	22.4%	Incomparable Data	NA
3B – Participation in Statewide Assessments	95.0% (met)	Reading 96.9% Math 97.0%	Slippage from 97.5% Slippage from 97.6%	NA
3C – Proficiency on Statewide Assessments	51.0% (did not meet) 42.0% (did not meet)	Reading 41.3% Math 34.0%	Slippage from 44.3% Maintained 34.0%	NA
4A – Suspension and Expulsion Rates	4.3% (did not meet)	10.2%	Slippage from 4.1%	NA
4B – Suspension and Expulsion Rates and Policies, Procedures and Practices that Contribute	0% (did not met)	2.0%	Slippage from 0%	NA
5 – Least Restrictive Environment	A. 57.9% (met) B. 12.2% (met) C. 1.7% (did not meet)	A. 61.1% B. 11.1% C. 2.7%	A. Progress from 60.0% B. Progress from 11.3% C. Slippage from 2.4%	NA
6 – Preschool Settings	A. 28.1% (met) B. 38.3% (met)	A. 33.1% B. 35.7%	A. Progress from 27.6% B. Progress from 38.8%	NA
7 – Preschool Outcomes	Met three targets (See p. 28)	See p. 28	Progress from FFY 2011 data in all areas	NA
8 – Parent Satisfaction	50.5% (did not meet)	50.2%	Slippage from 52.5%	NA
9 – Disproportionality – Students w/Disabilities	0% (met)	0%	Maintained 0%	NA
10 – Disproportionality – Specific Disability Categories	0% (met)	0%	Maintained 0%	NA
11 – Initial Evaluation Timelines	100% (did not meet)	98.1%	Progress from 96.2%	Yes, 17 of 17 findings timely corrected.

Indicator	FFY 2012 Target	FFY 2012 Actual Target Data	Comparison to FFY 2011 Data	Correction of Noncompliance
12 – Transition from Part C to Part B by 3rd Birthday	100% (did not meet)	92.0%	Progress from 91.3%	Yes, 6 of 6 findings timely corrected.
13 – Postsecondary Transition Requirements	100% (did not meet)	96.4%	Slippage from 97.0%	Yes, 17 of 17 findings timely corrected.
14 – Post-School Outcomes	A. 16.8% (did not meet) B. 59.8% (did not meet) C. 71.1% (met)	A. 14.9% B. 42.9% C. 72.0%	Progress and Slippage from A. 15.1% B. 46.0% C. 58.0%	NA
15 – Timely Correction of Noncompliance	100% (met)	100%	Maintained 100%	NA
18 – Resolution Sessions	NA	0 of 0	NA	NA
19 – Mediation Agreements	NA	100% (1/1)	NA	NA
20 – Valid and Reliable Data	100%	To be calculated by OSEP.	NA	NA

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Data Source:

Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

Measurement:

States must report using the adjusted cohort graduation rate required under the ESEA.

Alaska reports using the cohort graduation rate required under the ESEA. FFY 2011 was the first year Alaska reported using the 4-year cohort rate in the APR and under ESEA. Data are collected from the Department's student-level database (OASIS) and are consistent with those reported to the Department under Title I of the Elementary and Secondary Education Act (ESEA)

Applied:

490/1074 = 45.6%

Data for the FFY 2012 APR are from 2011-2012. Alaska's targets for this indicator are the annual graduation rate targets under Title I of the ESEA and reflect the required adjusted cohort graduation rate.

Graduation Requirements:

In order to graduate with a regular diploma, all youth (including youth with IEPs) must meet graduation requirements that include district graduation requirements and passing all three sections of the Alaska High School Graduation Qualifying Exam (HSGQE). Youth must pass the HSGQE in Reading, Writing, and Math.

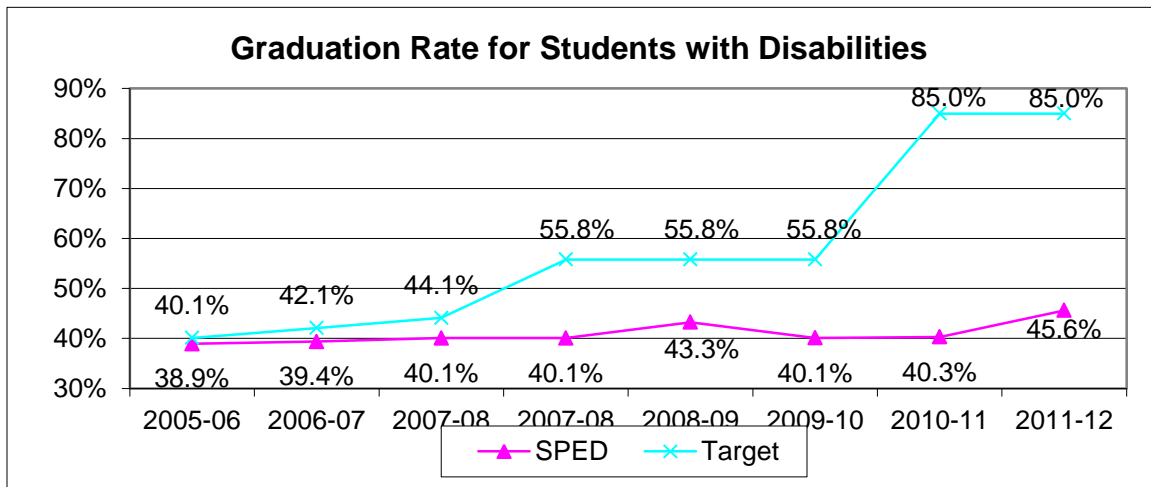
Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	39.1%		
2005 (05-06)		40.1%	38.9%
2006 (06-07)		42.1%	39.4%
2007 (07-08)		44.1%	40.1%
2008 (07-08)*		55.8%	40.1%
2009 (08-09)		55.8%	43.3%
2010 (09-10)		55.8%	40.1%
2011 (10-11)**		85.0%	40.3%
2012 (11-12)		85.0%	45.6%

* As required by OSEP, beginning in FFY 2008, AKEED reported this indicator based on data from the previous reporting year and compared to the targets established under Title I of the ESEA.

** As required by OSEP, beginning in FFY 2011, AKEED reported using the 4-year cohort rate in the APR and under ESEA

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:



Alaska did not meet the target established under Title I of the ESEA for graduation rates in 2011-2012 (85.0%).

Alaska's FFY 2012 data show progress from the FFY 2011 data of 40.3%.

Alaska has set secondary outcomes, including graduation and dropout rates, as an area of focus. In August 2012, EED brought together a broad group of stakeholders including district representatives, the Governor's Council on Disabilities in Special Education (GCDSE) and other state agencies. Stakeholders agreed that awareness of the issue is the first step. EED developed data reports for each district with graduation and dropout data for students with and without disabilities disaggregated by race and ethnicity and gender. In September 2013, EED continued the focus on data by developing district-level reports detailing the gap (if any) between special education 4 year graduation rates and overall graduation rates. Alaska will monitor the impact of the reports and continue to conduct statewide improvement activities as listed in the SPP. Additionally, EED has drawn attention to district-level data, including graduation rates, by way of reviewing performance indicators in LEA determinations. Alaska hopes that this continued focus on data will increase awareness and build the foundation for more data driven improvement activities in districts.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

As allowed by the October 30, 2013 OSEP Memorandum (OSEP 14-2), for Indicator 2, States may report using the data source and measurement included in the Part B Indicator Measurement Table that expires July 31, 2015, or the State may choose to report using the same data source and measurement that the State used for its FFY 2010 APR that was submitted on February 1, 2012.

Alaska is reporting using the same data source and measurement that it used for its FFY 2010 APR.

Data Source:

Same data as used for reporting to the Department under Title I of the Elementary and Secondary Education Act (ESEA).

Measurement:

States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

As approved in Alaska's accountability workbook under Title I of the ESEA, Alaska does not currently calculate dropout rates for the disability subgroup and has not set targets for that subgroup. For purposes of APR reporting, Alaska calculates the dropout rate for youth with IEPs the same way that it calculates the overall dropout rate for the CSPR. The dropout rate is computed by dividing the number of dropouts in the current school year by the number of students enrolled in grades 7-12 on October 1 of the current school year. School year is defined as the 12-month period beginning on July 1 and ending June 30.

Applied:

$473/7461 * 100 = 6.3\%$

Data for the FFY 2012 APR are from 2011-2012. Alaska continues to use the targets it established in its SPP because under the ESEA, Alaska has not been required to established targets for dropout rates.

A **dropout** (for all youth, including youth with IEPs) is defined as a student who was enrolled in the district at some time during the school year and whose enrollment terminated. This does not include an individual who:

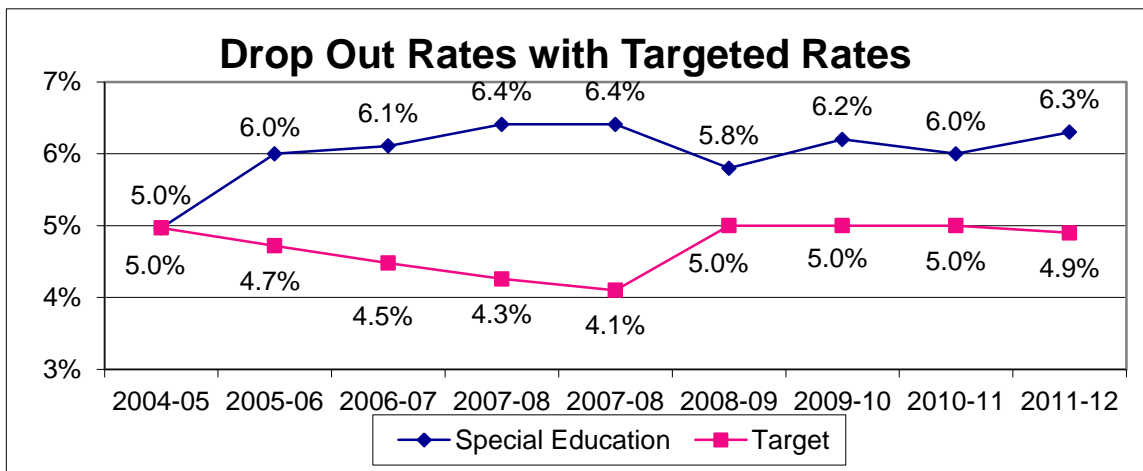
- graduated from high school or completed a state or district approved education program, as evidenced by receipt of formal recognition from school authorities;
- transferred to another public school, private school, state or district approved education program;
- is temporarily absent due to suspension;
- is absent due to illness or medical condition; or
- died.

Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	5.0%		
2005 (05-06)		4.7%	6.0%
2006 (06-07)		4.5%	6.1%
2007 (07-08)		4.3%	6.4%
2008 (07-08)*		4.1%	6.4%
2009 (08-09)		5.0%	5.8%

FFY	Baseline	Target	Actual
2010 (09-10)		5.0%	6.2%
2011 (10-11)		5.0%	6.0%
2012 (11-12)		4.9%	6.3%

* As required by OSEP, beginning in FFY 2008, AKEED reported this indicator based on data from the previous reporting year.



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska did not meet its target for this indicator. Alaska's data demonstrate slippage from the FFY 2011 data of 6.0%.

Alaska has set secondary outcomes, including graduation and dropout rates, as an area of focus. In August 2012, EED brought together a broad group of stakeholders including district representatives, the Governor's Council on Disabilities in Special Education (GCDSE) and other state agencies. Stakeholders agreed that awareness of the issue is the first step. EED developed data reports for each district with graduation and dropout data for students with and without disabilities disaggregated by race and ethnicity and gender. Alaska will monitor the impact of the reports and continue to conduct statewide improvement activities as listed in the SPP. Additionally, EED has drawn attention to district-level data, including dropout rates, by way of reviewing performance indicators in LEA determinations. Alaska hopes that this continued focus on data will increase awareness and build the foundation for more data driven improvement activities in districts.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with IEPs on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Data Source:

- A. AMO data used for accountability reporting under Title I of the ESEA as a result of ESEA flexibility.
- B. Assessment data reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (EDFacts file specification N/X081).
- C. Assessment data reported in the Consolidated State Performance Report (CSPR) reporting on ESEA (EDFacts file specifications N/X075 and N/X078).

Measurement:

- A. **AMO** percent = $\left[\frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AMO targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \times 100$.
- B. Participation rate percent = $\left[\frac{\text{(\# of children with IEPs participating in an assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent = $\left[\frac{\text{(\# of children with IEPs scoring at or above proficient against grade level, modified and alternate academic achievement standards)}}{\text{(total \# of children with IEPs who received a valid score and for whom a proficiency level was assigned, and, calculated separately for reading and math)}} \right]$. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

Applied:

- A. $11/49 * 100 = 22.4\%$
- B. Reading: $10290/10618 * 100 = 96.9\%$
Math: $10304/10618 * 100 = 97.0\%$
- C. Reading: $4247/10290 * 100 = 41.3\%$
Math: $3504/10304 * 100 = 34.0\%$

The data used to report on this indicator are the same data used to report under Title I of the ESEA. Alaska uses its minimum "n" sizes established under ESEA for this indicator (greater than 20 students with disabilities enrolled for calculating participation and greater than 25 students for calculating proficiency).

For Indicator 3A, Alaska has an approved flexibility waiver, so it reported for FFY 2012 using AMO data rather than AYP data.

Alaska includes Grades 9 and 10 in its reporting for Indicators 3B and 3C as the measurement table requests data for all NCLB grades assessed. This ensures consistency with data reported under the ESEA. In its annual CSPR, Alaska includes Grades 9 and 10 when it reports on participation and performance on statewide assessments.

All State Assessment information and data, including public reports of assessment results, can be found at: <http://education.alaska.gov/tls/assessment/>

3A . Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	14.3 %		
2005 (05-06)		17.3 %	18.2 %
2006 (06-07)		20.3 %	39.4 %
2007 (07-08)		23.3 %	48.6 %
2008 (08-09)		26.3 %	21.9 %
2009 (09-10)		13.3 %	13.3 %
2010 (10-11)		14.3%	13.3%
2011 (11-12)		15.3%	26.7%
2012 (12-13)*		16.3%	22.4%

* For Indicator 3A, Alaska has an approved flexibility waiver, so it reported for FFY 2012 using AMO data rather than AYP data.

Year	Total number of districts	Number of districts that met the "n" size	Number of districts that met the minimum "n" size AND met AMO for FFY 2012	%	Target
FFY 2012 (2012-2013)	54	49	11	22.4%	16.3%

Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska met its target for this indicator.

Because Alaska's ESEA flexibility waiver was approved in FFY 2012, Alaska reported based on AMO rather than AYP. Because of this reporting change, Alaska is unable to determine whether the data represent progress or slippage from FFY 2011 data. Alaska is encouraged that significantly more districts met the "n" size for this indicator under the waiver (49 compared to 30 last year) and that it continued to meet its target.

3B. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	Reading 97% Math 97.1%		
2005 (05-06)		95.0%	Reading 97.1% Math 97.2%
2006 (06-07)		95.2%	Reading 97.2% Math 97.4%

2007 (07-08)		95.4%	Reading 97.6% Math 97.7%
2008 (08-09)		95.6%	Reading 97.1% Math 97.3%
2009 (09-10)		95.0%	Reading 97.1% Math 97.5%
2010 (10-11)		95.0%	Reading 97.2% Math 97.3%
2011 (11-12)		95.0%	Reading 97.5% Math 97.6%
2012 (12-13)		95.0%	Reading 96.9% Math 97.0%

Statewide Assessment 12-13		Reading								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	#	%
a	IEPs	1427	1372	1422	1348	1389	1326	1225	1109	10618	
b	No accom	403	315	244	223	195	201	176	220	1977	18.6%
c	accom	892	954	1063	1012	1050	1001	911	734	7617	71.7%
d	AA grade level	0	0	0	0	0	0	0	0	0	0.0%
e	AA Modified	0	0	0	0	0	0	0	0	0	0.0%
f	AA alt std	95	70	80	81	108	85	90	87	696	6.6%
g	Overall (b+c+d+e+f)	1390	1339	1387	1316	1353	1287	1177	1041	10290	96.9%
	% Participation	97.4%	97.6%	97.5%	97.6%	97.4%	97.1%	96.1%	93.9%	96.9%	

Invalid test	16	12	14	16	7	14	7	8	94
Out of level test	0	0	0	0	0	0	0	0	0
Parental opt out	0	0	0	0	0	0	0	0	0
absent	21	21	21	16	27	25	41	60	232
other	0	0	0	0	1	0	0	0	1
medical	0	0	0	0	1	0	0	0	1
LEP	0	0	0	0	0	0	0	0	0
Total Not tested	37	33	35	32	36	39	48	68	328

Statewide Assessment 12-13		Math								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	#	%
a	IEPs	1427	1372	1422	1348	1389	1326	1225	1109	10618	
b	No accom	390	306	253	228	185	198	210	225	1995	18.8%
c	accom	918	963	1063	1016	1055	1006	876	716	7613	71.7%
d	AA grade level	0	0	0	0	0	0	0	0	0	0.0%
e	AA Modified	0	0	0	0	0	0	0	0	0	0.0%
f	AA alt std	95	71	79	80	111	83	90	87	696	6.6%

Statewide Assessment 12-13		Math								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	#	%
g	Overall (b+c+d+e+f)	1403	1340	1395	1324	1351	1287	1176	1028	10304	97.0%
	% Participation	98.3%	97.7%	98.1%	98.2%	97.3%	97.1%	96.0%	92.7%	97.0%	

Invalid test	10	13	10	9	9	7	3	11	72
Out of level test	0	0	0	0	0	0	0	0	0
Parental opt out	0	0	0	0	0	0	0	0	0
absent	14	19	17	15	27	30	46	69	237
other	0	0	0	0	1	2	0	1	4
medical	0	0	0	0	1	0	0	0	1
Total Not tested	24	32	27	24	38	39	49	81	314

Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska continues to exceed the targets for this indicator as it has for the last several years. The targets are consistent with the targets Alaska has set under ESEA and reports on in its CSPR.

Children who did not participate are detailed in the tables above. Almost all children who did not participate were either absent or had invalid tests.

Alaska continues to implement the improvement activities that have resulted in data that has met targets for this indicator. Based on more districts meeting targets each year, it appears that high performance in this area is becoming systemic.

C. Actual Target Data and Rigorous and Measurable Targets:

Proficiency Rates – Reading										
	FFY 2008 (08-09)		FFY 2009 (09-10)		FFY 2010 (10-11)		FFY 2011 (11-12)		FFY 2012 (12-13)	
Grade	Revised Baseline*	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
3	45.7%		48.5%		56.1%		51.9%		50.1%	
4	51.2%		51.8%		43.4%		45.3%		39.7%	
5	48.7%		53.9%		48.8%		46.5%		41.0%	
6	46.4%		46.9%		41.7%		39.5%		37.8%	
7	46.2%		51.8%		42.7%		39.7%		38.5%	
8	48.3%		50.5%		48.8%		45.2%		44.6%	
9	39.2%		51.0%		42.5%		45.5%		41.9%	
10	43.9%		38.7%		32.8%		39.7%		35.0%	

All	46.5%	46.5%	49.6%	47.8%	45.2%	49.9%	44.3%	50.4%	41.3%	51.0%
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Proficiency Rates – Math										
	FFY 2008 (08-09)		FFY 2009 (09-10)		FFY 2010 (10-11)		FFY 2011 (11-12)		FFY 2012 (12-13)	
Grade	Revised Baseline*	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
3	49.8%		53.7%		54.0%		51.7%		52.2%	
4	49.9%		50.1%		49.5%		46.2%		44.0%	
5	40.6%		48.3%		41.8%		37.4%		36.5%	
6	38.9%		42.1%		38.9%		33.3%		33.9%	
7	30.7%		34.5%		32.3%		24.9%		30.0%	
8	30.7%		33.0%		30.8%		27.5%		26.1%	
9	21.9%		25.1%		20.9%		23.1%		21.8%	
10	27.6%		22.5%		22.7%		19.6%		22.0%	
All	37.5%	37.5%	40.4%	40.4%	38.0%	40.9%	34.0%	41.4%	34.0%	42.0%

* With broad stakeholder input, Alaska revised its baseline and targets for Indicator 3C in FFY 2008 to report on all grades against one target for reading and one target for math rather than separate targets for each grade.

Statewide Assessment 12-13 Proficient		Reading								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	#	%
a	IEPS with valid score	1390	1339	1387	1316	1353	1287	1177	1041	10290	
b	No accom	297	208	163	124	106	110	73	71	1152	11.2%
c	accom	344	279	377	329	366	419	381	254	2749	26.7%
d	AA grade level	0	0	0	0	0	0	0	0	0	0.0%
e	AA Modified	0	0	0	0	0	0	0	0	0	0.0%
f	AA alt std	55	45	29	45	49	45	39	39	346	3.4%
g	Overall (b+c+d+e+f)	696	532	569	498	521	574	493	364	4247	41.3%
	% Proficient	50.1%	39.7%	41.0%	37.8%	38.5%	44.6%	41.9%	35.0%	41.3%	

Statewide Assessment 12-13 Proficient		Math								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	#	%
a	IEPS with valid score	1403	1340	1395	1324	1351	1287	1176	1028	10304	
b	No accom	261	195	140	110	70	70	56	48	950	9.2%

Statewide Assessment 12-13 Proficient		Reading								Total	
		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	#	%
c	accom	408	343	309	275	279	219	160	133	2126	20.6%
d	AA grade level	0	0	0	0	0	0	0	0	0	0.0%
e	AA Modified	0	0	0	0	0	0	0	0	0	0.0%
f	AA alt std	64	52	60	64	56	47	40	45	428	4.2%
g	Overall (b+c+d+e+f)	733	590	509	449	405	336	256	226	3504	34.0%
	% Proficient	52.2%	44.0%	36.5%	33.9%	30.0%	26.1%	21.8%	22.0%	34.0%	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska did not meet its targets for this indicator but several grade levels demonstrated progress. Alaska's approved accountability plan includes annual measurable objectives (AMOs) for proficiency that increase significantly toward the end of the plan. Because of this, it is getting more and more difficult for students to reach proficiency. The lack of progress is present for all children, not only students with disabilities.

Alaska continues to implement improvement activities at all levels and believes that its improvement activities related to access to general education curriculum and training teachers have been the most effective in increasing proficiency rates for students with disabilities.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

Required Actions:

With the FFY 2012 APR, the State must provide a Web link that demonstrates it has reported, for FFY 2012, to the public on the statewide assessments of children with disabilities in accordance with 34 CFR §300.160(f). OSEP is not requiring the State to also provide, with its FFY 2012 APR, a Web link demonstrating that it reported all of the required data for FFY 2011 because the State has informed OSEP that the data are not available.

Alaska Response:

The reports available at the following web link demonstrate compliance with 34 CFR §300.160(f): <http://education.alaska.gov/tls/assessment/results.html>

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and
- B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Data Source:

Data collected under section 618 of the Individuals with Disabilities Education Act (IDEA) (Report of Children with Disabilities Subject to Disciplinary Removal). Discrepancy can be computed by either comparing the rates of suspensions and expulsions for children with IEPs to rates for nondisabled children within the LEA or by comparing the rates of suspensions and expulsions for children with IEPs among LEAs within the State.

Measurement:

- A. Percent = $[(\# \text{ of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs}) \div (\# \text{ of districts in the State})] \times 100$.
- B. Percent = $[(\# \text{ of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rates of suspensions and expulsions of greater than 10 days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards}) \div (\# \text{ of districts in the State})] \times 100$.

Applied:

- A. $(5/49) \times 100 = 10.2\%$
- B. $(1/49) \times 100 = 2.0\%$

In Alaska, **Significant Discrepancy** is defined as 1% or more above the current year's state average by comparing the rates of suspensions and expulsions of greater than 10 days in a school year for children with IEPs among LEAs within the State.

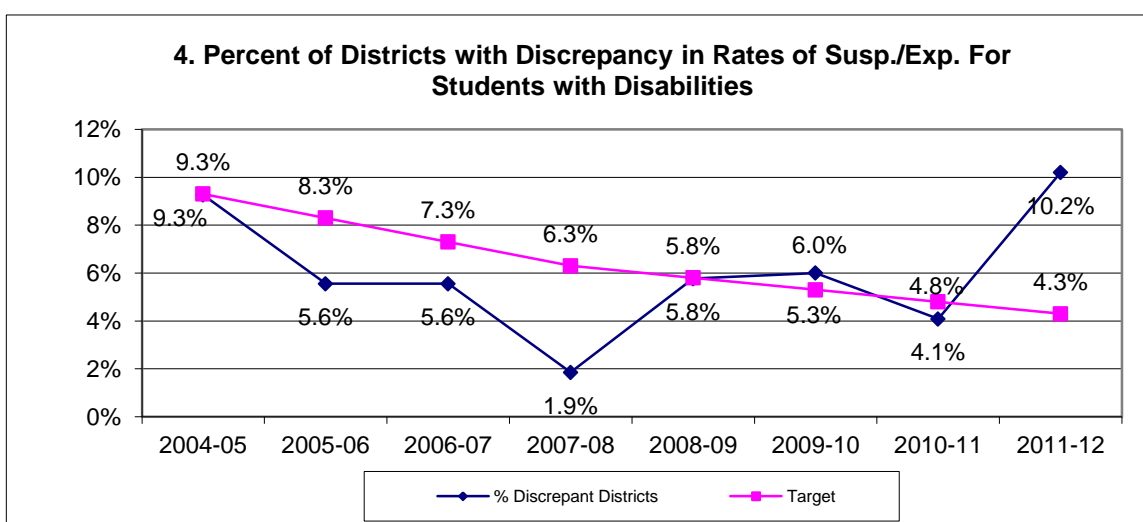
For Indicator 4, Alaska has established a **minimum "n" size** of at least 10 children with IEPs enrolled in the school district. Based on the application of this minimum "n," 5 of 54 districts in Alaska were excluded from the calculation for this indicator in FFY 2012.

For Indicator 4B, Alaska also uses a **minimum "n" size** of at least 10 children with IEPs enrolled in any race/ethnicity group identified with a significant discrepancy. No additional districts were excluded for Indicator 4B.

A. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	9.3%		
2005 (05-06)		8.3%	5.6%
2006 (06-07)		7.3%	5.6%
2007 (07-08)*		6.3%	1.9%
2008 (07-08)		6.3%	1.9%
2009 (08-09)		5.8%	5.8%
2010 (09-10)		5.3%	6.0%
2011 (10-11)		4.8%	4.1%
2012 (11-12)		4.3%	10.2%

*As required by the Part B measurement table, starting with the FFY 2008 APR, Alaska reported based on data for the year before the reporting year (e.g. for the FFY 2008 APR, Alaska used data from 2007-2008).



Year	Total Number of LEAs	Number of LEAs that met Minimum "N" Size	Number of LEAs that have Significant Discrepancies	Percent
FFY 2012 (2011-2012)	54	49	5	10.2%

Review of Policies, Procedures, and Practices:

For each of the five districts identified as having a significant discrepancy based on the examination of 2011-2012 data, AKEED reviewed the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; ensuring that these policies, procedures and practices comply with IDEA regulations, as required by 34 CFR §300.170(b).

This review was conducted either as a part of the cyclical monitoring in FFYs 2011 or 2012 or through desk monitoring. The monitoring included reviewing policies, procedures and practices related to IEPs, positive behavioral interventions and supports, and procedural safeguards. EED staff reviewed files for students with IEPs that were suspended or expelled for 10 or more days.

When noncompliance is identified during the review of policies, procedures and practices, Alaska requires districts to revise policies, procedures, and practices relating to the development and implementation of

IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, pursuant to 34 CFR §300.170(b). Alaska verifies correction of noncompliance consistent with OSEP Memo 09-02.

Alaska made 1 finding of noncompliance in FFY 2012 with the specific requirements of this indicator as a result of the review and required the district to correct the correction within one year. Alaska will report on the verification of correction of that finding in the next SPP or APR.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska did not meet its target for this indicator and its data show slippage from previous data.

Alaska has chosen not to use a minimum “n” size for the number of students suspended or expelled for this indicator so it can address issues that arise in small districts with rural populations. For FFY 2012, two of the five districts only suspended or expelled one special education student for more than ten days. In one district, two special education students were suspended or expelled.

While this methodology resulted in Alaska not meeting its target, Alaska believes it is important to identify and address discipline issues in small rural districts.

Correction of FFY 2011 Findings of Noncompliance:

Alaska did not make any findings of noncompliance in FFY 2011 with the specific requirements of this indicator. Findings made with related requirements to this indicator are reported in Indicator 15.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

B. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2009 (08-09)	5.8%	0.0%	
2010 (09-10)		0.0%	0.0%
2011 (10-11)		0.0%	0.0%
2012 (11-12)		0.0%	2.0%

(a) Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspension and Expulsion:

Year	Total Number of Districts	Number of Districts that met Minimum “n” Size	Number of Districts that have Significant Discrepancies by Race or Ethnicity	Percent
FFY 2012 (2011-2012)	54	49	11	22.4%

(b) Districts with Significant Discrepancy, by Race or Ethnicity, in Rates of Suspensions and Expulsions; and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Year	Total Number of Districts	Number of Districts that met Minimum “n” Size	Number of Districts that have Significant Discrepancies, by Race or Ethnicity, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and	Percent
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			procedural safeguards	
FFY 2012 (2011-2012)	54	49	1	2.0%

Review of Policies, Procedures, and Practices:

For each of the eleven districts identified as having a significant discrepancy based on the examination of 2011-2012 data, AKEED reviewed the district's policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards; ensuring that these policies, procedures and practices comply with IDEA regulations, as required by 34 CFR §300.170(b).

This review was conducted either as a part of the cyclical monitoring in FFYs 2011 or 2012 or through desk monitoring. The monitoring included reviewing policies, procedures and practices related to IEPs, positive behavioral interventions and supports, and procedural safeguards. EED staff reviewed files for students with IEPs that were suspended or expelled for 10 or more days.

When noncompliance is identified during the review of policies, procedures and practices, Alaska requires districts to revise policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the IDEA, pursuant to 34 CFR §300.170(b). Alaska verifies correction of noncompliance consistent with OSEP Memo 09-02.

Alaska's review resulted in a finding of noncompliance in one school district indicating that noncompliant policies, procedures, and or practices contributed to the significant discrepancy. Alaska made a finding of noncompliance and required the district to correct the noncompliance policies, procedures and/or practices. Verification of correction of that finding will be reported in the next SPP and/or APR. This is the same finding reported in Indicator 4A.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska **did not meet** the target of 0% and **its data show slippage** for this indicator.

Alaska has chosen not to use a minimum "n" size for the number of students suspended or expelled for this indicator so it can address issues that arise in small districts with rural populations. For FFY 2012, four of eleven districts identified as having a significant discrepancy (step 1) only suspended or expelled one special education student for more than ten days. In one district, two special education students were suspended or expelled.

While this methodology resulted in Alaska identifying additional districts for step 1 and the subsequent review of policies, procedures and practices, Alaska believes it is important to identify and address discipline issues in small rural districts. **Alaska attributes the slippage in this indicator to an issue identified in one student-level review. Alaska has investigated the noncompliance and has not found it to be a systemic issue.**

Correction of FFY 2011 Findings of Noncompliance:

Alaska did not make any findings of noncompliance in FFY 2011 with the specific requirements of this indicator. However, findings made with related requirements to this indicator are reported in Indicator 15.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Data Source:

Data collected under IDEA section 618.

Measurement:

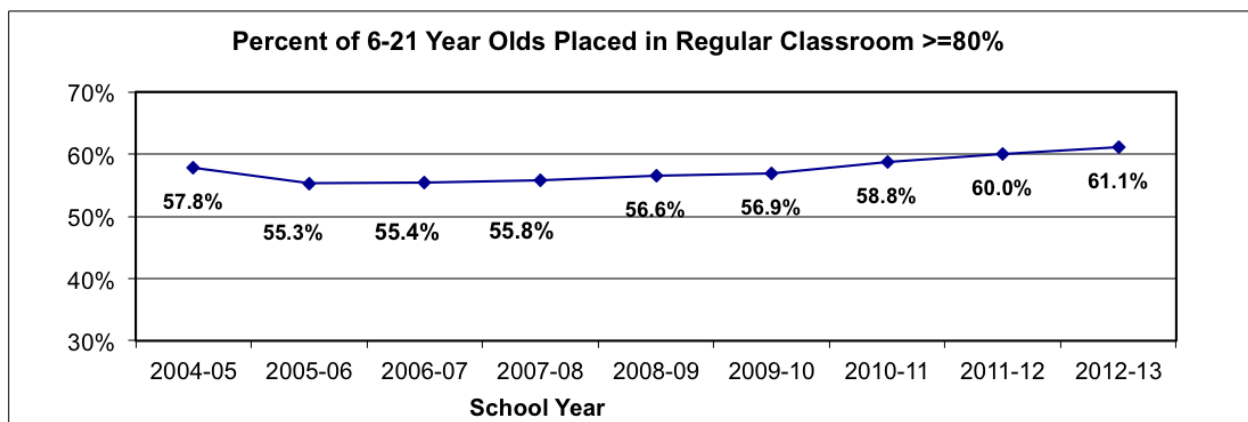
- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Applied:

- A. $9682/15843 * 100 = 61.1\%$
- B. $1760/15843 * 100 = 11.1\%$
- C. $425/15843 * 100 = 2.7\%$

A. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	57.8 %		
2005 (05-06)		58.0 %	55.3 %
2006 (06-07)		58.2 %	55.4 %
2007 (07-08)		58.4 %	55.8 %
2008 (08-09)		58.6 %	56.6 %
2009 (09-10)		56.8 %	56.9 %
2010 (10-11)		57.2%	58.8%
2011 (11-12)		57.5%	60.0%
2012 (12-13)		57.9%	61.1%

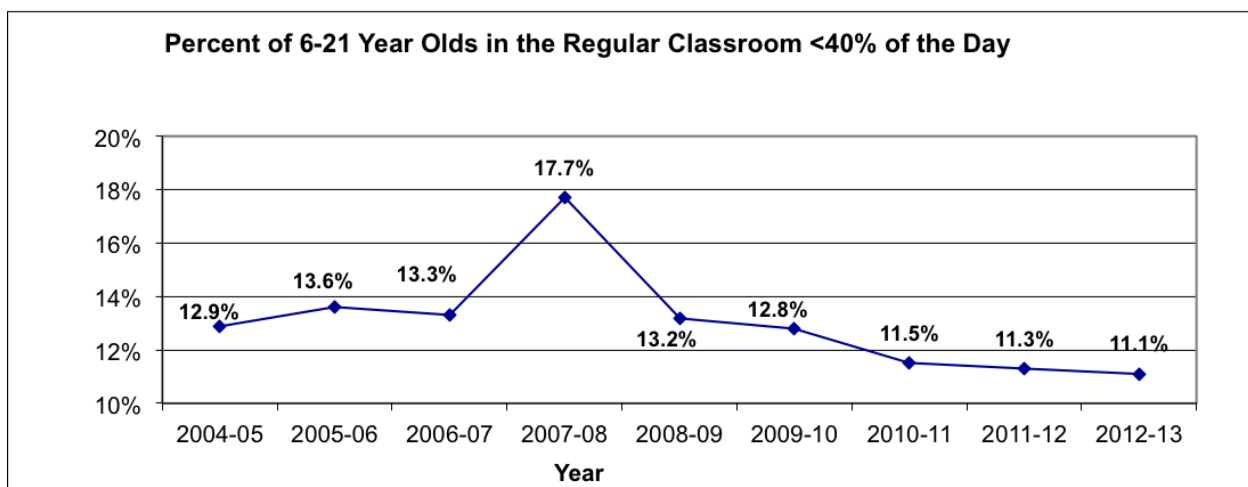


Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska met its target for FFY 2012 and the data show continued progress from previous years.

B. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	12.9%		
2005 (05-06)		12.9%	13.6%
2006 (06-07)		12.7%	13.3%
2007 (07-08)		12.5%	17.7%
2008 (08-09)		12.3%	13.2%
2009 (09-10)		12.8%	12.8%
2010 (10-11)		12.6%	11.5%
2011 (11-12)		12.4%	11.3%
2012 (12-13)		12.2%	11.1%

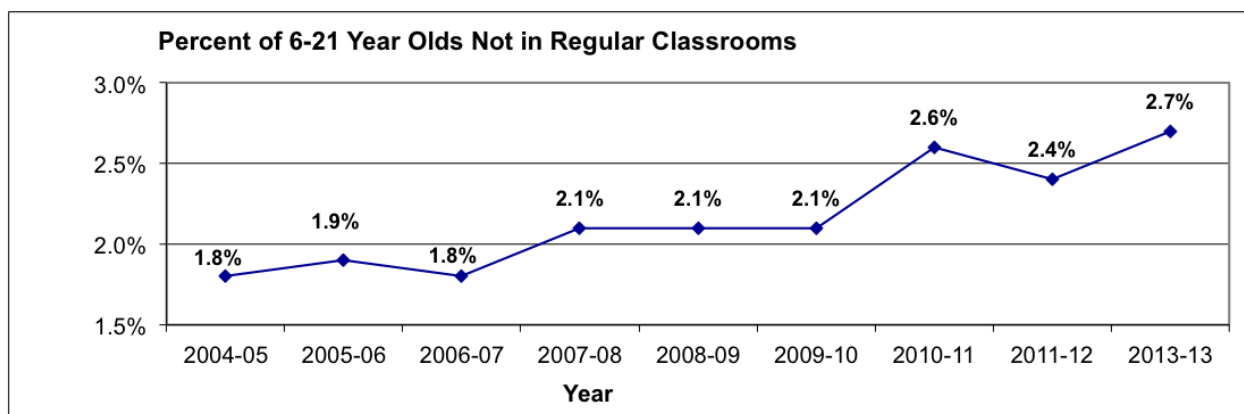


Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The State of Alaska met its target for this indicator and its data demonstrate progress.

C. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	1.8 %		
2005 (05-06)		1.8%	1.9%
2006 (06-07)		1.8%	1.8%
2007 (07-08)	2.1 %	1.6%	2.1%
2008 (08-09)		1.4%	2.1%
2009 (09-10)		2.1%	2.1%
2010 (10-11)		2.1%	2.6%
2011 (11-12)		2.1%	2.4%
2012 (12-13)		1.7%	2.7%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:**

Alaska did not meet its target for this indicator and did not demonstrate progress.

The State of Alaska did not meet its target of 1.7% for this indicator and did not demonstrate progress.

The slippage in this indicator was expected. Alaska school districts continue to bring students previously placed in out of state residential schools and facilities back to Alaskan school districts. School districts have expanded their residential day school options in their home communities in order to accommodate the needs of returning students. As well, in-state residential facilities have expanded their bed counts to accommodate returning students.

EED has provided technical assistance to school districts regarding correct placement reporting procedures. In addition, during the monitoring process, EED monitors each student file to ensure that appropriate individualized placement decisions are made. All placement decisions are made by the IEP team. This ensures that each individual student is placed in the correct environment to meet their individual needs.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

Data Source:

Data collected under IDEA section 618.

Measurement:

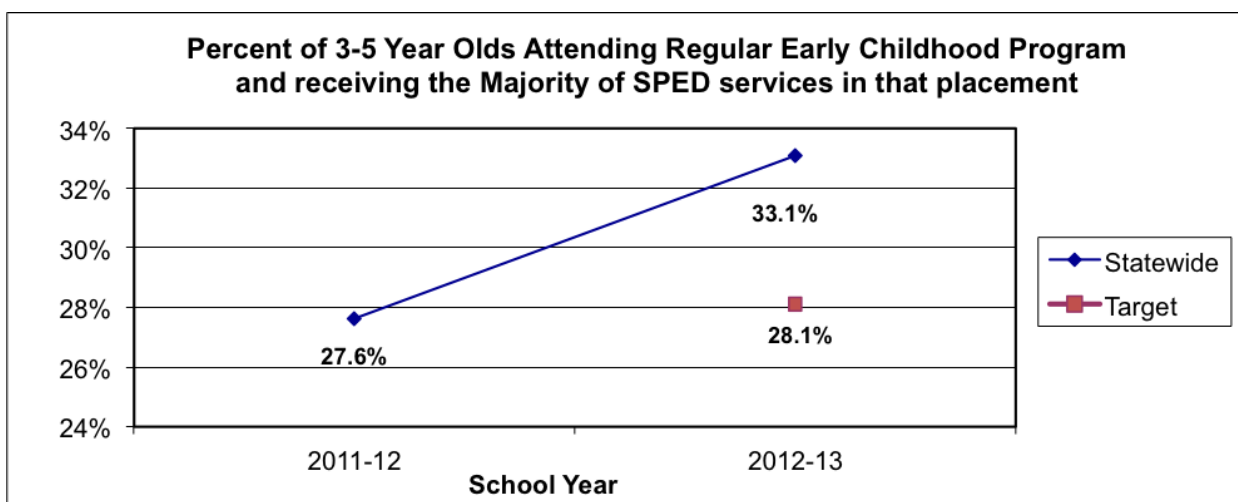
- A. Percent = $\left[\frac{\text{(\# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total \# of children aged 3 through 5 with IEPs)}} \right] \times 100$.
- B. Percent = $\left[\frac{\text{(\# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility)}}{\text{(total \# of children aged 3 through 5 with IEPs)}} \right] \times 100$.

Applied:

- A. $701/2116 \times 100 = 33.1\%$
- B. $755/2116 \times 100 = 35.7\%$

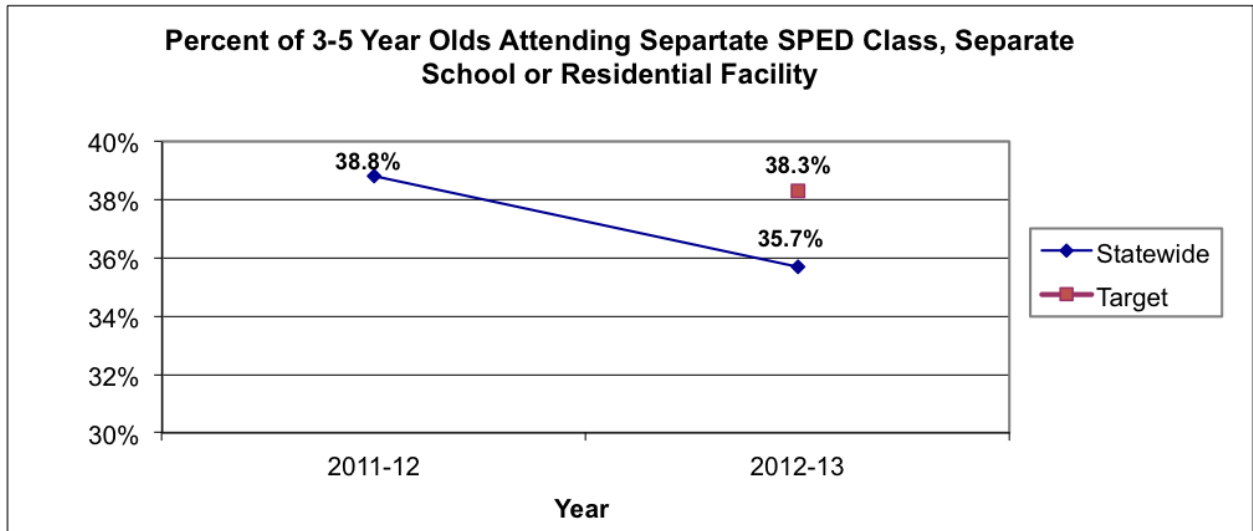
A. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2011 (11-12)	27.6%		
2012 (12-13)		28.1%	33.1%



B. Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2011 (11-12)	38.8%%		
2012 (12-13)		38.3%	35.7%



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska met its FFY 2012 targets and demonstrated progress for both parts of this indicator. Further discussion is not required.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Preschool Outcomes

Indicator 7: Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Data Source:

State selected data source.

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

Summary Statements for Each of the Three Outcomes:

Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 1: Percent = $[\# \text{ of preschool children reported in progress category (c)} + \# \text{ of preschool children reported in category (d)}] \div [\# \text{ of preschool children reported in progress category (a)} + \# \text{ of preschool children reported in progress category (b)} + \# \text{ of preschool children reported in progress category (c)} + \# \text{ of preschool children reported in progress category (d)}] \times 100$.

Summary Statement 2: The percent of preschool children who were functioning within age

expectations in each Outcome by the time they turned 6 years of age or exited the program.

Measurement for Summary Statement 2: Percent = # of preschool children reported in progress category (d) plus # of preschool children reported in progress category (e) divided by [the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

Actual Target Data and Rigorous and Measurable Targets:

Targets and Actual Target Data for Preschool Children Exiting in FFY 2012 (2012-2013):

Summary Statements	Targets FFY 2012 (% of children)	Actual FFY 2012 (% of children)
Outcome A: Positive social-emotional skills (including social relationships)		
1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program $(250+282)/(71+76+250+282)*100$	71.3%	78.4%
2. The percent of children who were functioning within age expectations in Outcome A by the time they exited the program $(282+171)/(71+76+250+282+171)*100$	61.1%	53.3%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)		
1. Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program $(274+288)/(67+81+274+288)*100$	76.6%	79.2%
2. The percent of children who were functioning within age expectations in Outcome B by the time they exited the program $(288+140)/(67+81+274+288+140)*100$	59.4%	50.4%
Outcome C: Use of appropriate behaviors to meet their needs		
1. Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program $(228+303)/(66+72+228+303)*100$	74.2%	79.4%
2. The percent of children who were functioning within age expectations in Outcome C by the time they exited the program $(303+181)/(66+72+228+303+181)*100$	67.1%	56.9%

The State of Alaska continued to use seven-point ECO Child Outcomes Summary. For the FFY 2012 submission of progress data the Department collected census data from 41 districts and received exit data for 850 students who had received services for at least 6 months, up from 733 students for whom data were received in FFY 2011. The data necessary to address this indicator is collected as part of a Supplemental Workbook that is submitted to the Department on an annual basis for each child.

For indicator 7 each district is required to use the following instructions:

- Indicator 7 data must be collected for all IEP preschoolers.
- Entry data will be collected in the district within two months of program entry.
- Exit data will be collected in the district prior to the student's sixth birthday.
- Districts may use any of the following assessment tools to gather the entry and exit data: Dial 3, Brigance, Battelle, AGS, AEPS, or one approved by EED.
- Each student will be screened using one of the assessment tools listed above, and the results will be recorded on the Child Outcomes Summary Form.

- The data from this form will be reported to EED using the Supplemental Workbook. The state will use definitions for the level ratings of all three measurements (Positive Social-Emotional Skills, Acquisition and Use of Knowledge and Skills, and Use of Appropriate Behaviors to meet their needs) as they are already recorded on the Child Outcomes Summary Form.

The criterion for defining “comparable to same age peers” has been defined as a 6 or 7 on the scale.

Progress Data for Preschool Children FFY 2012:

A. Positive social-emotional skills (including social relationships):	Number of children	% of children
a. Percent of children who did not improve functioning	71	8.4%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	76	8.9%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	250	29.4%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	282	33.2%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	171	20.1%
Total	N = 850	100%
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):	Number of children	% of children
a. Percent of children who did not improve functioning	67	7.9%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	81	9.5%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	274	32.2%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	288	33.9%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	140	16.5%
Total	N = 850	100%
C. Use of appropriate behaviors to meet their needs:	Number of children	% of children
a. Percent of children who did not improve functioning	66	7.8%
b. Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	72	8.5%
c. Percent of children who improved functioning to a level nearer to same-aged peers but did not reach	228	26.8%
d. Percent of children who improved functioning to reach a level comparable to same-aged peers	303	35.6%
e. Percent of children who maintained functioning at a level comparable to same-aged peers	181	21.3%
Total	N = 850	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska met three of its six targets for this indicator. Data show progress from the FFY 2011 data in all outcome areas for both Summary Statements. Alaska believes the data become more complete each year as practitioners are using the assessment tools more regularly and assessing more children. Alaska will continue to examine trend data to determine actions to improve results on this indicator.

Trend Data					
Summary Statements	FFY 2008	FFY 2009	FFY 2010	FFY 2011	FFY 2012
Outcome A: Positive social-emotional skills (including social relationships)					
Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	71.6%	70.9%	68.8%	74.3%	78.4%
The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	61.9%	61.0%	50.3%	48.4%	53.3%
Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)					
Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	77.2%	76.2%	66.3%	72.9%	79.2%
The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	63.8%	59.3%	44.0%	42.6%	50.4%
Outcome C: Use of appropriate behaviors to meet their needs					
Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program	75.1%	73.8%	71.0%	72.8%	79.4%
The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program	68.7%	67.0%	57.0%	50.1%	56.9%

In FFY 2012, multiple opportunities were provided for professional development on collecting and reporting data in addition to training on effective strategies for teaching preschool children. Alaska will continue to implement improvement activities related to improving outcomes for preschool children.

Additional Information required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

Data Source:

State selected data source.

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Applied: $(1,404/2,799) \times 100 = 50.2\%$ (proportion of parents surveyed who indicate that the quality of the special education services received by their children and families meets or exceeds the standards set by a nationally representative group of special education stakeholders convened by NCSEAM in New Orleans in June, 2005.)

Actual Target Data and Rigorous and Measurable Targets:

FFY	Baseline	Target	Actual
2006 (06-07)	29.3%		
2007 (07-08)		30%	44.2%
2008 (08-09)		30.8%	48.9%
2009 (09-10)		49.0%	49.0%
2010 (10-11)		49.5%	49.7%
2011 (11-12)		50.0%	52.5%
2012 (12-13)		50.5%	50.2%

Percent at or above indicator 8 standard: 50.2%

(SE of the mean = 1.04%)

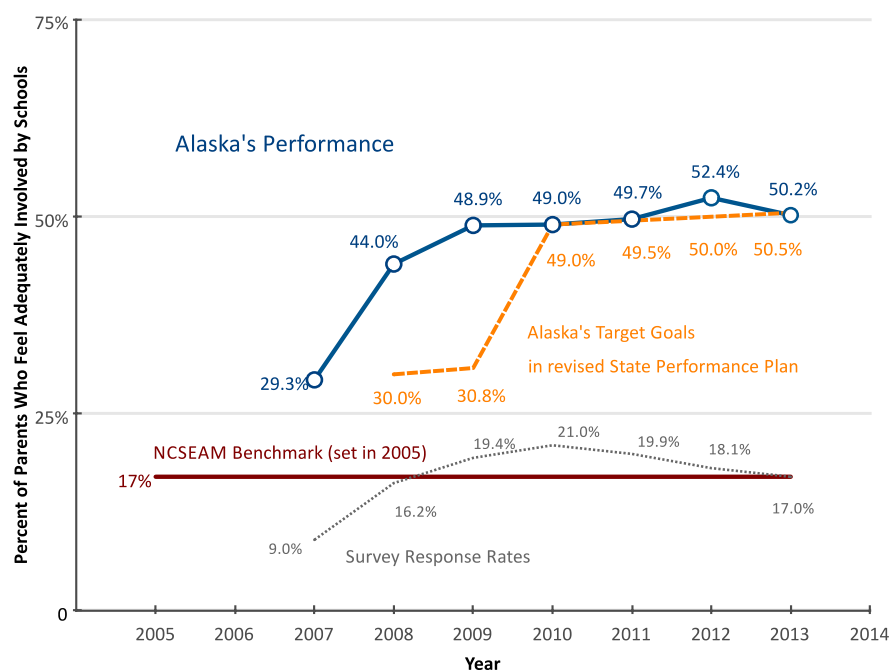
Number of Valid Responses: 2,799

Measurement reliability: .95

Mean Partnership Efforts Measure: 600.66

Measurement SD 119.57

Figure 1: Parent Involvement Measures, Targets, and Response Rates Over Seven Years



Representativeness of the Respondents

The tables below describe how these results were assessed with respect to the cross-section of relevant demographic variables of gender, race-ethnicity, and type of disability. Alaska believes the data are representative of the response group.

Table 1 – Distribution of Respondents and Target Population, by Disability

Disability Category	frequency and % of Respondents	frequency and % of Target Population	2013 (FFY 2012) Response Rate Differential	Response Rate Differentials					
				'12	'11	'10	'09	'08	'07
Mental Retardation	138 (4.9%)	635 (3.9%)	1.1%	1.1%	0.5%	1.2%	1.2%	-0.2%	-1.5%
Speech or Language Impairments	415 (14.8%)	2526 (15.4%)	-0.6%	-0.5%	-0.5%	-1.5%	-0.2%	2.0%	-3.0%
Emotional Disturbance	101 (3.6%)	668 (4.1%)	-0.5%	-0.2%	-0.6%	-1.1%	-0.6%	-0.5%	-1.6%
Other Health Impairments	458 (16.4%)	2439 (14.9%)	1.5%	1.6%	2.5%	2.3%	2.6%	0.5%	1.3%
Specific Learning Disabilities	1054 (37.7%)	7132 (43.4%)	-5.8%*	6.3%*	5.9%*	4.4%*	5.2%*	4.2%*	21.1%
Autism	243 (8.7%)	977 (5.9%)	2.7%	2.7%	2.6%	2.1%	2.2%	1.0%	8.8%
Other Disabilities	388 (13.9%)	2030 (12.4%)	1.5%	1.6%	1.4%	1.5%	-0.1%	1.5%	17.0%

Combined									
Unknown	2 (0.1%)	16 (0.1%)	0.0%	0.0%	0.0%	-0.2%	-0.1%	-0.1%	n/a
Total	2,799 (100%)	16,423 (100%)							

* Response rate differentials +/- 3%, Responses from Parents of Children with Specific Learning Disabilities are slightly underrepresented in the results.

Table 2 – Distribution of Respondents and Target Population, by Race/Ethnicity

Race / Ethnicity	frequency and % of Respondents	frequency and % of Target Population	2013 (FFY 2012) Response Rate Differential	Response Rate Differentials					
				'12	'11	'10	'09	'08	'07
Caucasian	1,453 (51.9%)	7,406 (45.1%)	6.8%*	7.2%*	7.9%*	6.0%*	4.5%*	1.8%	11.9%
African American	97 (3.5%)	740 (4.5%)	-1.0%	-1.5%	-1.7%	-1.2%	-1.0%	0.0%	-3.4%
Hispanic	137 (4.9%)	1,130 (6.9%)	-2.0%	-1.3%	-1.2%	-0.7%	-0.3%	-0.3%	-2.2%
Asian	132 (4.7%)	565 (3.4%)	1.3%	0.4%	0.7%	1.0%	0.0%	0.5%	-1.2%
Native American	38 (1.4%)	253 (1.5%)	-0.2%	-0.2%	-0.2%	0.0%	0.1%	-0.4%	
Alaska Native	702 (25.1%)	4,494 (27.4%)	-2.3%	-2.3%	-4.2%	-3.2%	-2.1%	-2.0%	
Multi-Ethnic	206 (7.4%)	1,466 (8.9%)	-1.6%	-1.1%	-0.4%	-1.4%	-1.2%	0.3%	Com- bined - 5.02%
Native Hawaiian or Pacific Islander	28 (1.0%)	356 (2.2%)	-1.2%	-1.2%	-0.9%	-0.5%	0.2%	0.1%	
Unknown	6 (0.2%)	13 (0.1%)	0.1%	0.0%	0.0%	0.0%	-0.1%	0.0%	
Total	2,799 (100%)	16,423 (100%)							

* Response rate differentials +/- 3%, Responses from Parents of Children with Specific Learning Disabilities are slightly underrepresented in the results.

Table 3 – Distribution of Respondents and Target Population by Gender

Gender	<i>frequency and % of Respondents</i>	<i>frequency and % of Target Population</i>	Response Rate Differential
Male	1,874 (67.0%)	10,954 (66.7%)	0.3%
Female	925 (33.0%)	5,468 (33.3%)	-0.2%
Total	2,799 (100%)	16,423 (100%)	

Table 4 – Survey Return Rates by School District

District #	# Sent	# Received	% Returned	District #	# Sent	# Received	% Returned
2	47	10	21.3%	30	47	13	27.7%
3	43	9	20.9%	31	427	60	14.1%
4	6	3	50.0%	32	274	50	18.2%
5	6321	1003	15.9%	33	2323	446	19.2%
6	40	7	17.5%	34	99	8	8.1%
7	163	26	16.0%	35	60	17	28.3%
8	20	3	15.0%	36	178	29	16.3%
9	28	2	7.1%	37	224	44	19.6%
10	10	1	10.0%	38	2	1	50.0%
11	49	14	28.6%	39	72	14	19.4%
12	16	4	25.0%	40	9	2	22.2%
13	0	0	0.0%	42	185	48	25.9%
14	125	15	12.0%	43	6	3	50.0%
15	91	9	9.9%	44	39	15	38.5%
16	1979	327	16.5%	45	56	11	19.6%
17	189	41	21.7%	46	19	4	21.1%
18	37	8	21.6%	47	23	2	8.7%
19	27	7	25.9%	48	102	20	19.6%
20	13	3	23.1%	49	63	19	30.2%
21	29	5	17.2%	50	12	7	58.3%
22	761	73	9.6%	51	62	9	14.5%

23	9	3	33.3%	52	124	19	15.3%
24	1337	260	19.4%	53	12	2	16.7%
25	200	34	17.0%	54	53	5	9.4%
27	23	3	13.0%	55	32	7	21.9%
28	275	52	18.9%	56	41	11	26.8%
29	35	10	28.6%	98	6	1	16.7%

Reliability and Validity of Data

The response rate for the Parent Involvement Survey was 17.0%. A total of 2,799 parents or guardians responded out the 16,423 surveys that were delivered. Approximately 83% of parents with children receiving special education services did not respond to the survey. In order to provide a clearer picture concerning the accuracy of the survey data, respondents were compared to the Target Population based on Disability Category of student, Race/Ethnicity, and Gender. All categories of respondent demographics fell within +/- 3% of the target population except for Specific Learning Disabilities (underrepresented by 5.8%), and Caucasian (over-represented at 6.8%). The relatively high level of representativeness across respondent demographics provides a high degree of confidence in the consistency and accuracy of the survey results.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The State of Alaska revised its targets to be more rigorous during the 2010 year. The target for fiscal year 2012 was 50.5%; performance on this indicator was 50.2%. The measure did not meet the target by 0.3%; the difference attributed may be attributed to measurement or response error. The survey response rate dropped slightly from 18.1% in 2012 to 17.0% in 2013. This may be attributed to normal variations in survey response rates over the course of time. The respondents reflect the target population across most demographic characteristics, though two categories continue to challenge the representativeness of the respondent group. Specific Learning Disabilities are underrepresented this year at 5.8% (Table 1) and Caucasians are over-represented by 6.8% (Table 2).

A subcontractor was used to solicit parent contact information from school districts, mail surveys to parents, collect, and analyze data. Responses to the NCSEAM parent survey were analyzed with a RASCH analysis. Table 4 displays the response rate of individual school districts. Ninety-eight percent (98%) of districts are represented in the results this year.

Additional information required by the OSEP APR Response Table for this indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Data Source:

Data collected under IDEA section 618 (Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended) and the State's analysis to determine if the disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification.

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Alaska's definition of "disproportionate representation":

Alaska stakeholders defined disproportionate representation as a risk ratio of **2.5** or greater. More information on this decision is included in the Alaska SPP.

How the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate or appropriate identification:

Each district identified with a risk ratio of **2.5 or greater** is required to complete a self assessment designed to evaluate policies, procedures and practices related to the identification of students as students with disabilities (including requirements related to child find, evaluations and eligibility determinations). The self assessment includes the review of files for students in the category that was overidentified. EED staff follow up to verify the results of the self-assessment as needed.

Minimum "n" size :

For Indicator 9, Alaska does not include school districts in its analysis in which there are:

- Fewer than 10 students with IEPs in the racial/ethnic group of interest (when examining child count data); and
- Fewer than 10 students on the remaining of all other students who serve as the comparison group for that racial/ethnic group of interest.

Based on the application of this minimum "n," 31 of 54 districts in Alaska were excluded from the calculation for this indicator for FFY 2012, resulting in a denominator of 23 school districts.

Applied: $0/23 * 100 = 0\%$

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	1.9%		
2005 (05-06)		0%	1.9 %
2006 (06-07)		0%	0 %
2007 (07-08)		0%	0 %
2008 (08-09)		0%	0%
2009 (09-10)		0%	0%
2010 (10-11)		0%	0%
2011 (11-12)		0%	0%
2012 (12-13)		0%	0%

Year	Total Number of Districts	Districts that met minimum “n”	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2012 (2011-2012)	54	23	3	0	0.00%

Table 1 – School Districts with Risk Ratio 2.5 or Higher FFY 2012

District ID	Native American	Asian	African American	Hispanic	Multi Racial	Pacific Islander	White
1	3.21						
2	2.97						
3					2.52		

Overrepresentation: Alaska’s analysis of special education eligibility data by race and ethnicity showed three of 23 districts that met the minimum “n” size with a risk ratio of 2.5 or higher. Two districts had an overrepresentation of Native American students in special education and one of Multi Racial students. Two of these districts were also identified in FFY 2011, but their risk ratios showed progress.

Appropriate Identification: School district staff completed the Alaska Disproportionality Policy and Procedure Self Assessment. The self assessment includes questions related to policies, procedures and practices for identifying students with disabilities. It requires districts to document their policies and procedures, provide evidence using student files from the over-identified group, and to complete a plan of improvement for any identified areas of need. EED staff reviewed the completed self assessments and verified any results that were not clear.

Based on its review of the district self assessments, AKEED determined that eligibility decisions were made appropriately and that the disproportionate representation was not the result of inappropriate identification in the **three** districts identified based on FFY 2012 data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The State of Alaska has met the mandated target of 0% for this indicator and maintained 0% for five consecutive years. Alaska continues to meet the target after increasing the stringency of its definition of disproportionate representation.

Correction of FFY 2011 Findings of Noncompliance:

There were no findings of noncompliance in FFY 2011 with this indicator; Alaska's actual target data were 0%.

Additional Information Required by the OSEP APR Response Table for this Indicator (if applicable):

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

Data Source:

Data collected under IDEA section 618 (Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended) and the State's analysis to determine if the disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification.

Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Alaska's definition of "disproportionate representation":

Alaska stakeholders defined disproportionate representation as a risk ratio of 2.5 or greater. More information on this decision is included in the Alaska SPP.

How the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate or appropriate identification:

Each district identified with a risk ratio of 2.5 or greater is required to complete a self assessment designed to evaluate policies, procedures and practices related to the identification of students as students with disabilities (including requirements related to child find, evaluations and eligibility determinations). The self assessment includes the review of files for students in the category that was overidentified. EED staff follow up to verify the results of the self-assessment as needed.

Minimum "n" size:

For Indicator 10, Alaska does not include school districts in its analysis in which there are:

- Fewer than 10 students with IEPs in the racial/ethnic group of interest (when examining child count data); and
- Fewer than 10 students on the remaining of all other students who serve as the comparison group for that racial/ethnic group of interest.

Based on the application of this minimum "n," 40 of 54 districts in Alaska were excluded from the calculation for this indicator for FFY 2012, resulting in a denominator of 14 school districts.

Applied: $0/14 * 100 = 0\%$

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	11.1 %		
2005 (05-06)		0%	11.1 %
2006 (06-07)		0%	0 %
2007 (07-08)		0%	0 %
2008 (08-09)		0%	0%
2009 (09-10)		0%	0%

2010 (10-11)		0%	0%
2011 (11-12)		0%	0%
2012 (12-13)		0%	0%

Table 1 – School Districts with Risk Ratio 2.5 or Higher, FFY 2012

Year	Total Number of Districts	Districts that met minimum “n”	Number of Districts with Disproportionate Representation	Number of Districts with Disproportionate Representation of Racial and Ethnic Groups that was the Result of Inappropriate Identification	Percent of Districts
FFY 2012 (2011 - 2012)	54	14	5	0	0%

District ID	Disability Category	Native American	Asian	African American	Hispanic	Multi Racial	Pacific Islander	White
1	SLD	3.06						
2	SLD	2.92						
3	OHI	3.11						
4	SLD	3.38						
5	SLD	3.08						

Overrepresentation: There were five districts that met Alaska’s minimum “n” size, with a risk ratio of 2.5 or higher for a specific race or ethnicity in a specific disability category. In all five districts, Native American students were overrepresented. They were overrepresented in the Specific Learning Disabilities (SLD) and Other Health Impairment (OHI) categories.

Appropriate Identification: School district staff completed the Alaska Disproportionality Policy and Procedure Self Assessment. The self assessment includes questions related to policies, procedures and practices for identifying students with disabilities. It requires districts to document their policies and procedures, provide evidence using student files from the over-identified group, and to complete a plan of improvement for any identified areas of need. EED staff reviewed the completed self assessments and verified any results that were not clear.

Based on its review of the district self assessments, AKEED determined that eligibility decisions were made appropriately and that the disproportionate representation was not the result of inappropriate identification in the five districts with overrepresentation based on 2012-2013 data.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The State of Alaska met its target of 0% for this indicator and maintained 0% (full compliance).

Correction of FFY 2011 Findings of Noncompliance:

There were no findings of noncompliance in FFY 2011 related to this indicator. Alaska’s actual target data were 0%.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No action required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children who were evaluated within 90 calendar days (Alaska's state-established timeline) of receiving parental consent for initial evaluation.

(20 U.S.C. 1416(a)(3)(B))

Data Source:

Data to be taken from State monitoring or State data system and must be based on actual, not an average, number of days. Indicate if the State has established a timeline and, if so, what is the State's timeline for initial evaluations.

Measurement:

- # of children for whom parental consent to evaluate was received.
- # of children whose evaluations were completed within 90 calendar days (state-established timeline).

Account for children included in a but not included in b. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

Data Source:

Alaska collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period and include all students in all school districts.

Timeline:

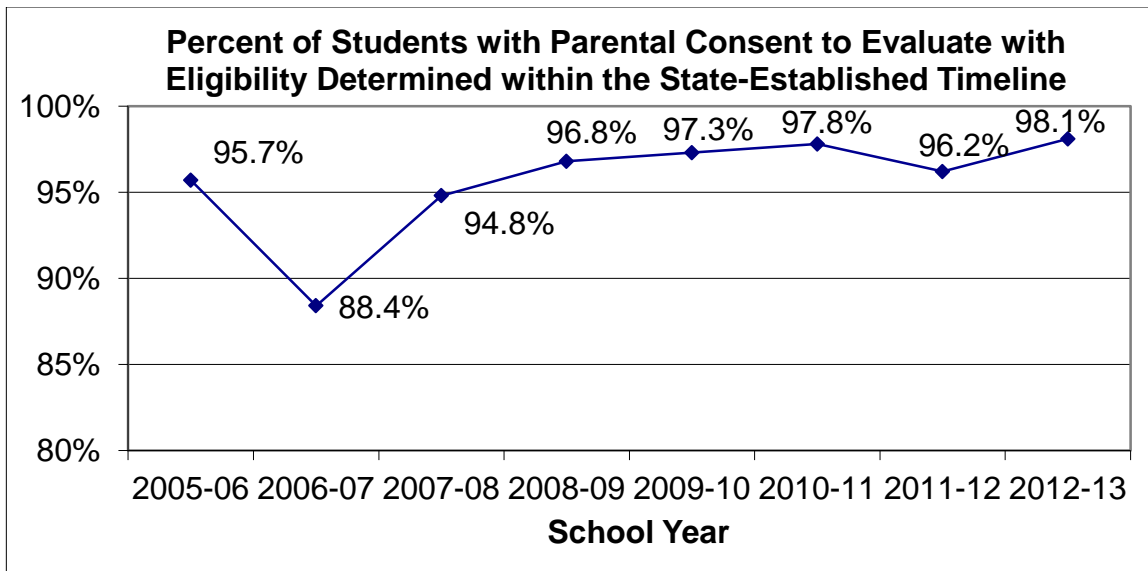
Alaska has established a timeline for completing initial evaluations of 90 calendar days from parental consent for evaluation. Prior to FFY 2012 (2012-2013), Alaska's timeline was 45 school days. Alaska revised the definition, with broad stakeholder input, beginning July 1, 2012 to ensure that timelines were met for children evaluated at times when school is not in session.

Applied: (3320/3384) * 100 = 98.1%

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	95.7 %		
2005 (05-06)		100 %	95.7 %
2006 (06-07)		100 %	88.4 %
2007 (07-08)		100%	94.8 %
2008 (08-09)		100%	96.8 %
2009 (09-10)		100%	97.3 %
2010 (10-11)		100%	97.8%
2011 (11-12)		100%	96.2%
2012 (12-13)*		100%	98.1%

* In FFY 2012, Alaska changed its timeline for evaluation from 45 school days to 90 calendar days.



Children Evaluated Within 90 calendar days (state-established timeline):

a. Number of children for whom parental consent to evaluate was received	3384
b. Number of children whose evaluations were completed within 90 calendar days (State-established timelines)	3320
Percent of children with parental consent to evaluate, who were evaluated within 90 calendar days (State established-timeline) (Percent = [(b) divided by (a)] times 100)	98.1%

Table 1 accounts for students who were removed due to the exceptions under 34 CFR 300.301 (d). These students were not included in the calculation for this indicator.

Removed Due to Exceptions	Count
Extended illness – unavailable to evaluate	1
Parent repeatedly failed to produce child for evaluation	6
Parent withdrew consent	15
Student moved or withdrew during process	14
Parent repeatedly failed to come to meetings	36
Total:	72

Table 2 reports the number of students who were found eligible late (51), the number of days late and the reason they were late.

Eligible and longer than 90 calendar days		
# of days late	Reason	# of students
Eligibility within 91-95 calendar days	Evaluator unable to test due to weather	0
Eligibility within 91-95 calendar days	Other (i.e. family emergencies, custody)	0
Eligibility within 91-95 calendar days	Team did not complete process within 90 calendar days (school delay)	13
Eligibility within 96-105 calendar days	Evaluator unable to test due to weather	1
Eligibility within 96-105 calendar days	Other (i.e. family emergencies, custody)	1
Eligibility within 96-105 calendar days	Team did not complete process within 90 calendar days (school delay)	9
Eligibility within 106-115 calendar days	Evaluator unable to test due to weather	1
Eligibility within 106-115 calendar days	Other (i.e. family emergencies, custody)	1
Eligibility within 106-115 calendar days	Team did not complete process within 90 calendar days (school delay)	4
Eligibility longer than 115 calendar days	Evaluator unable to test due to weather	6
Eligibility longer than 115 calendar days	Other (i.e. family emergencies, custody)	5
Eligibility longer than 115 calendar days	Team did not complete process within 90 calendar days (school delay)	10
	Total Late	51

Table 3 reports the number of students who were found ineligible late (13), the number of days late and the reason they were late.

Not eligible and longer than 90 calendar days		
# of days late	Reason	# of students
Eligibility within 91-95 calendar days	Evaluator unable to test due to weather	0
Eligibility within 91-95 calendar days	Other (i.e. family emergencies, custody)	0
Eligibility within 91-95 calendar days	Team did not complete process within 90 calendar days (school delay)	2
Eligibility within 96-105 calendar days	Evaluator unable to test due to weather	1

Not eligible and longer than 90 calendar days		
Eligibility within 96-105 calendar days	Other (i.e. family emergencies, custody)	0
Eligibility within 96-105 calendar days	Team did not complete process within 90 calendar days (school delay)	6
Eligibility within 106-115 calendar days	Evaluator unable to test due to weather	0
Eligibility within 106-115 calendar days	Other (i.e. family emergencies, custody)	0
Eligibility within 106-115 calendar days	Team did not complete process within 90 calendar days (school delay)	0
Eligibility longer than 115 calendar days	Evaluator unable to test due to weather	0
Eligibility longer than 115 calendar days	Other (i.e. family emergencies, custody)	1
Eligibility longer than 115 calendar days	Team did not complete process within 90 calendar days (school delay)	3
	Total Late	13

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska did not reach its target of 100% for this indicator, and its FFY 2012 data of 98.1% show progress from last year's data of 96.2%.

Alaska continues to make improvements on evaluations that were not completed timely. A notable number of late evaluations were due to evaluators being unable to test due to weather. Most of our school districts do not have specialists on staff and rely on contracts with limited itinerant providers (school psychologists, speech therapist, occupational therapists and physical therapists). Due to the remoteness of many of our schools, being able to test is contingent on being able to get to the site. These factors are out of the districts' control.

As shown in the tables above, Alaska can verify through the supplemental workbook used to collect data for this indicator that all evaluations were completed, although late, in FFY 2012. An evaluation date is a required element of the data submission for this indicator and school districts cannot submit data until a date is entered. Alaska verifies that these data reflect actual practice and are valid and reliable during its cyclical onsite monitoring visits.

Correction of FFY 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: %

Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	17
Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	17
Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction (either timely or subsequent):

Alaska verified correction of all findings of noncompliance for this indicator consistent with OSEP Memo 09-02.

- The findings listed above account for all instances of noncompliance identified through the annual collection of data for this indicator. Findings made with related requirements are included in Indicator 15.

- Through required plans of improvement (POIs), Alaska required districts to identify the root cause(s) of the noncompliance and address those root causes.
- When needed, Alaska required LEAs to change policies, procedures and/or practices that contributed to or resulted in noncompliance with the timelines for initial evaluations. Any required changes were detailed in the monitoring report that notifies the LEA of noncompliance and reported on through the POI.
- Alaska determined, by reviewing updated data, that each LEA was correctly implementing the IDEA requirements at 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance). In addition, Alaska verified that each child received his or her initial evaluation, although late.

As stated above, Alaska required that each district submit an initial evaluation completion date for every child for whom parental consent to evaluate was received as part of the supplemental data collection for this indicator. Alaska verified that these data reflect actual practice and are valid and reliable during its cyclical onsite monitoring visits. Through receipt of these data, Alaska was able to ensure that all children received an evaluation, although late, in FFY 2011, unless the child was no longer within the jurisdiction of the LEA.

In addition to verifying correction for each child whose evaluation was not timely, Alaska also verified correction by reviewing additional district data that demonstrated that the district was correctly implementing 34 CFR §300.301(c)(1) (i.e., achieved 100% compliance). These data were collected through an Excel workbook and submission of child records to verify the data reported. For findings of noncompliance with Indicator 11, requirements for additional corrective actions varied based on the level of noncompliance:

- For 75% to 99% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit subsequent data, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit subsequent data, collected following the implementation of the strategies that showed 100% compliance (the number of student files to be submitted for verification varied according to the LEA size).
- If an LEA did not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period because no new students had been referred, EED verified it had been corrected by reviewing policies, procedures and practices in the LEA.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

Data Source:

Data to be taken from State monitoring or State data system.

Measurement:

- # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- # of those found eligible who have an IEP developed and implemented by their third birthdays.
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
- # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

Data Source:

Alaska collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period and include all students in all school districts.

Applied:

$[264 / (402 - 27 - 76 - 12)] * 100 = 92.0\%$

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	82.9%		
2005 (05-06)		100%	74.6%
2006 (06-07)		100%	81.9%
2007 (07-08)		100%	86.6%
2008 (08-09)		100%	90.5%
2009 (09-10)		100%	94.0%
2010 (10-11)		100%	96.6%
2011 (11-12)		100%	91.3%
2012 (12-13)		100%	92.0%

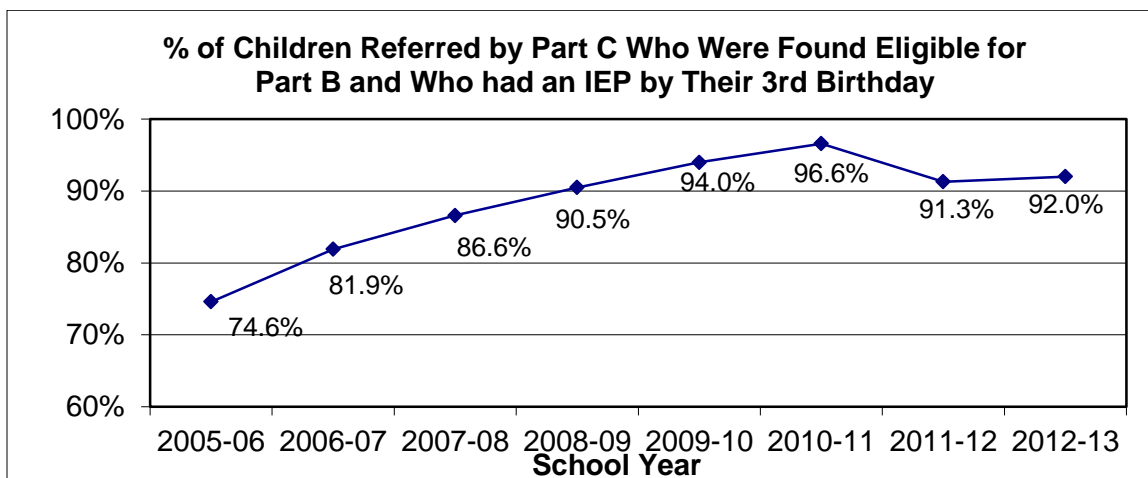
Actual State Data (Numbers)

a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.	402
b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to third birthday.	27
c. # of those found eligible who have an IEP developed and implemented by their third birthdays.	264
d. # for whom parent refusals to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.	76
e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.	12
# in a but not in b, c, d, or e.	23
Percent of children referred by Part C prior to age 3 who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. Percent = $[(c) / (a-b-d-e)] * 100$	92.0%

Reasons why IEP's were not in Place by 3rd Birthday (for the children included in a but not included in b, c or d)	# of Students
No 90 day transition meeting	0
Team did not complete process by the child's 3rd birthday	20
Other	3
Total Late	23

Eligibility of Students for whom Eligibility was Determined after 3rd Birthday	
Total Eligible but late	20
Total Not Eligible but late	3
Total late	23

Range of Days Late for Students for whom Eligibility was Determined after 3 rd Birthday	# of Students
0-10	12
11-30	8
31-60	1
>60	2
Total Late	23



Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska did not meet the 100% target for this indicator; its data demonstrate progress from the FFY 2011 data of 91.3%.

Alaska is working to clarify early childhood transition procedures and responsibilities for its LEAs. Alaska is currently negotiating a new MOA with Part C and will provide training and materials to its districts upon completion of the agreement. Additionally, EED facilitated a joint training with Part C programs and LEAs in September 2013 with the aim to promote collaboration between LEAs and their regional infant learning program (ILP) providers. Alaska EED and Part C programs are also joint participants in The Center for IDEA Early Childhood Data Systems DaSy Framework collaboration.

The data necessary to address this indicator is currently collected as part of a Supplemental Workbook that is submitted to the Department on an annual basis. For this indicator each district provides a list of all children referred from Part C to Part B in the reporting year. For each child reported, the district reports the following data: child's birthday, IEP date and when applicable the reason why the IEP was not in place by their third birthday. From the supplemental data collection, EED can verify that each individual child received the appropriate evaluation and IEP, if eligible, although late.

Correction of FFY 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 91.3%

Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	6
Number of FFY 2011 findings the State verified as timely corrected (corrected within one	6

year from the date of notification to the LEA of the finding)	
Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction (either timely or subsequent):

Alaska verified correction of all findings of noncompliance for this indicator consistent with OSEP Memo 09-02.

- The findings listed above account for all instances of noncompliance identified through the annual collection of data for this indicator. Findings made with related requirements are included in Indicator 15.
- Through required plans of improvement (POIs), Alaska required districts to identify the root cause(s) of the noncompliance and address those root causes.
- When needed, Alaska required LEAs to change policies, procedures and/or practices that contributed to or resulted in noncompliance with the early childhood transition requirements. Any required changes were detailed in the monitoring report that notifies the LEA of noncompliance and reported on through the POI.
- Alaska determined, by reviewing updated data, that each LEA was correctly implementing the IDEA requirements at 34 CFR §300.124(b) (i.e., achieved 100% compliance). In addition, Alaska verified that each eligible child received an IEP, although late.

As stated above, Alaska required that each district submit an IEP date for every child who was referred from Part C and found eligible for Part B and evaluation dates for any children not found eligible. Alaska verified that these data reflect actual practice and are valid and reliable during its cyclical onsite monitoring visits. Through receipt of these data, Alaska was able to ensure that all children who were referred from Part C and were eligible received an IEP, although late, in FFY 2011, unless the child was no longer within the jurisdiction of the LEA.

In addition to verifying correction for each child whose evaluation was not timely, Alaska also verified correction by reviewing additional district data that demonstrated that each district was correctly implementing 34 CFR §300.124(b) (i.e., achieved 100% compliance). These data were collected through an Excel workbook and submission of child records to verify the data reported. For findings of noncompliance with Indicator 12, requirements for correction and verification of correction varied based on the level of noncompliance:

- For 75% to 99% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit subsequent data, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit subsequent data, collected following the implementation of the strategies that showed 100% compliance (the number of student files to be submitted for verification varied according to the LEA size).
- If an LEA did not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, EED verified it had been corrected by reviewing policies, procedures and practices in the LEA.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. 1416(a)(3)(B))

Data Source:

Data to be taken from State monitoring or State data system.

Measurement:

Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.

Alaska collects the data for this indicator through an annual data collection from each school district. Data are collected once each year for the full reporting period and include all students in all districts.

Applied:

$(3177 / 3297) * 100 = 96.4\%$

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2009 (09-10)	96.1%	100%	
2010 (10-11)		100%	97.3%
2011 (11-12)		100%	97.0%
2012 (12-13)		100%	96.4%

Year	Total number of youth aged 16 and above with an IEP	Total number of youth aged 16 and above with an IEP that meets the requirements	Percent of youth aged 16 and above with an IEP that meets the requirements
FFY 2012 (2012-2013)	3297	3177	96.4%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred in FFY 2012:

Alaska did not meet the target of 100% for this indicator and its FFY 2012 data show slight slippage from the FFY 2011 data. Alaska does not believe the slippage reflects a change in practice.

Alaska has made efforts the past three years to provide training to teachers and other district special education employees on conducting quality secondary transition planning and writing secondary transition plans in IEPs. Alaska developed an online e-module on secondary transition that is available to all districts. Alaska encourages districts to use the e-module as a corrective action to ensure meaningful correction of identified noncompliance.

One of Alaska's most successful training opportunities is "Transition Camp." Transition camps are conducted on a yearly basis by the Southeast Regional Resource Center (SERRC) through an EED grant. SERRC staff go to a community and conduct transition camp with school and district employees, students, parents and community members. An intensive multi-day camp assists all partners in effective, compliant transition planning.

Correction of FFY 2011 Findings of Noncompliance:

Level of compliance (actual target data) State reported for FFY 2011 for this indicator: 97.0%

Number of findings of noncompliance the State made during FFY 2011 (the period from July 1, 2011 through June 30, 2012)	17
Number of FFY 2011 findings the State verified as timely corrected (corrected within one year from the date of notification to the LEA of the finding)	17
Number of FFY 2011 findings <u>not</u> verified as corrected within one year [(1) minus (2)]	0

Verification of Correction (either timely or subsequent):

Alaska verified correction of all findings of noncompliance for this indicator consistent with OSEP Memo 09-02.

- The findings listed above account for all instances of noncompliance identified through the annual collection of data for this indicator. Findings made with related requirements are included in Indicator 15.
- Through required plans of improvement (POIs), Alaska required districts to identify the root cause(s) of the noncompliance and address those root causes.
- When needed, Alaska required LEAs to change policies, procedures and/or practices that contributed to or resulted in noncompliance with the early childhood transition requirements. Any required changes were detailed in the monitoring report that notifies the LEA of noncompliance and reported on through the POI.
- Alaska determined, by reviewing updated data, that each LEA was correctly implementing the IDEA requirements at 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance). In addition, Alaska verified correction of each individual instance of noncompliance.

Specifically, Alaska required districts to resubmit each IEP where noncompliance was found to EED for review. EED verified correction in each IEP to ensure correction of each instance of noncompliance, unless the child was no longer within the jurisdiction of the LEA.

In addition to verifying correction for each child whose IEP did not include the required components and evidence, Alaska also verified correction by reviewing additional district data that demonstrated that each district was correctly implementing 34 CFR §§300.320(b) and 300.321(b) (i.e., achieved 100% compliance). These data were collected through an Excel workbook and submission of child records to verify the data reported. For findings of noncompliance with Indicator 13, requirements for correction and verification of correction varied based on the level of noncompliance:

- For 75% to 99% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit subsequent data, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit subsequent data, collected following the implementation of the strategies that showed 100% compliance (the number of student files to be submitted for verification varied according to the LEA size).
- If an LEA did not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, EED verified it had been corrected by reviewing policies, procedures and practices in the LEA.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Data Source:

State selected data source.

Measurement:

- A. Percent enrolled in higher education = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.
- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.
- C. C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $[(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment}) \div (\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})] \times 100$.

Actual Target Data and Measurable and Rigorous Targets:

FFY		Baseline	Target	Actual
FFY 2009 (09-10) - 2010 Survey	A	16.2%		
	B	59.2%		
	C	70.5%		
FFY 2010 (10-11) - 2011 Survey	A		16.4%	14.2%
	B		59.4%	50.6%
	C		70.7%	69.2%
FFY 2011 (11-12) - 2012 Survey	A		16.6%	15.1%
	B		59.6%	46.0%
	C		70.9%	58.0%
FFY 2012 (12-13) - 2013 Survey	A		16.8%	14.9%
	B		59.8%	42.9%
	C		71.1%	72.0%

Figure 1. Indicator 14 Baseline and Performance Data

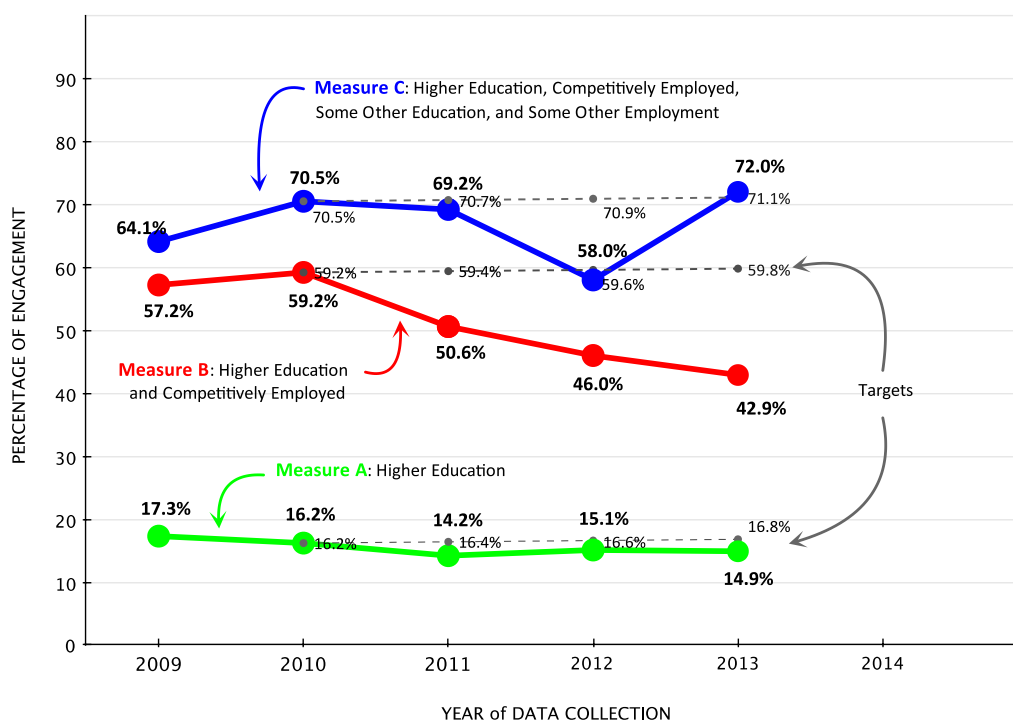


Table 1: Current Results for Indicator 14

Measure	Definition	Result
(A) Percent enrolled in higher education .	(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.	62/415 = 14.9%
(B) Percent enrolled in higher education or competitively employed	(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.	178/415 = 42.9%
(C) Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment	(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school) times 100.	299/415 = 72.0%

Table 2: Actual Numbers for Indicator 14 Categories

Engagement Category	Count
1. Enrolled in higher education within one year of leaving high school;	62
2. Competitively employed within one year of leaving high school (but not enrolled in higher education);	116
3. Enrolled in some other postsecondary education or training program within one year of leaving high school (but not competitively employed);	44
4. In some other employment within one year of leaving high school (but not enrolled in higher education, some other postsecondary education or training program, or competitively employed).	77
5. Not Engaged	116

“Leavers” are counted in ONLY one of the categories in Table 2, and the categories are organized hierarchically. In order to avoid double-counting, the following steps were made.

- Ten (10) Leavers were in both the categories of Higher Education and Competitively Employed, but were removed from the count of Competitively Employed in this table to avoid double-counting.
- Twenty-seven (27) Leavers were in both categories of Competitively Employed and Some Other Post-Secondary Education/Training, but were removed from the count of Some Other Post-Secondary Training in order to avoid double-counting.
- Twenty (20) Leavers were in both categories of Some Other Post-Secondary Education/Training and Some Other Employment, but were removed from the count of Some Other Employment to avoid double-counting.

Response Rate and Representativeness of Respondents for FFY 2012:

Complete survey and demographic information was collected for 415 respondents from a target population of 1,008. This constitutes a 41.2% response rate, a very strong rate of return for telephonic surveys. The response rate, when coupled with select demographic analyses of respondents, provides a clearer understanding of the validity and accuracy of the survey data. Table 3, Table 4, and Table 5 below display representativeness of respondents by disability categories, select demographic categories, and ethnicity.

Overall, Alaska believes the survey to be representative of the Target Population.

Table 3: Representativeness of Respondents by Race/Ethnicity

Race / Ethnicity	frequency and % of Respondents	frequency and % of Target Population	2013 Response Rate Differential	Response Rate Differentials				
				2012	2011	2010	2008	2008
Caucasian	210 (50.6%)	450 (44.6%)	6.0%*	5.2%*	-2.4%	6.4%*	2.3%	6.5%*
African American	25 (6.0%)	65 (6.4%)	-0.4%	-0.9%	-0.6%	-0.9%	0.1%	0.2%
Hispanic	18 (4.3%)	49 (4.9%)	-0.6%	-0.2%	0.5%	0.1%	0.2%	0.4%
Asian	13 (3.1%)	35 (3.5%)	-0.4%	-0.5%	-0.4%	-0.8%	0.5%	-0.7%
Native American	3 (0.7%)	18 (1.8%)	-1.1%	0.8%	-0.1%	0.1%	-0.7%	0.1%
Alaska Native	107 (25.8%)	293 (29.1%)	-3.3%*	-3.7%*	3.3%*	-4.8%*	-2.3%	-6.2%*
Multi-Ethnic	29 (7.0%)	77 (7.6%)	-0.6%	-0.5%	-0.1%	0.4%	-0.3%	-0.6%
Native Hawaiian or Pacific Islander	10 (2.4%)	21 (2.1%)	0.3%	-0.4%	-0.3%	-0.5%	0.0%	0.3%
Unknown	0 (0.0%)	0 (0.0%)	0.0%	0.0%	0.0%	0.2%		
Total	415 (100%)	1008 (100%)						

* Response rate differentials +/- 3%, Responses from Parents of Children with Specific Learning Disabilities are slightly underrepresented in the results.

Respondents were representative and fell within +/- 3% of the Target Population in all disability categories. However, when the low-incidence, "All Other Disability Categories" were grouped together, they were slightly over-represented by 3.2% as displayed in Table 4.

Table 4: Representativeness of Respondents by Disability Categories

Disability Category	number and % of Population	number and % of Respondents	Difference
Learning Disabled	598 (59.3%)	241 (58.1%)	-1.3%
Emotionally Disturbed	73 (7.2%)	24 (5.8%)	-1.5%
Mental Retardation	56 (5.6%)	23 (5.5%)	-0.1%
All Other Disability Categories (low incidence)	266 (26.4%)	123 (29.6%)	3.2%
Missing	0 (0.0%)	0 (0.0%)	0.0%
Totals	1008 (100%)	415 (100%)	

Table 5 displays demographic categories of interest. Minority respondents, those with Limited English Proficiency and Dropouts were under-represented in the survey results by 6.0%, 3.1%, and 3.3% respectively. The overall response rate was lower during the 2013 administration of the survey due to efforts aimed at keeping Dropout respondents proportionally represented in the results.

Table 5: Representativeness of Respondents by Select Demographic Categories

Demographic Category	number and % of Population	number and % of Respondents	2013	2012	2011	2010	2009	2008	2007
Female	327 (32.4%)	129 (31.1%)	-1.3	-1.8	1.0%	1.3%	-1.6%	0.5%	1.6%
Minority	558 (55.4%)	205 (49.4%)	-6.0%*	-5.2%*	-2.4%	-2.3%	-2.3%	-6.4%*	-3.3%*
Limited English Proficiency (LEP)	140 (13.9%)	45 (10.8%)	-3.1*	-4.9*	1.2%	-3.9%*	-1.0%	-2.3%	-0.7%
Dropouts	266 (26.4%)	96 (23.1%)	-3.3%*	-3.3%*	-2.8%	-4.4%*	-8.9%*	-4.5%*	-14.2%*

* Response greater than +/- 3% indicates presence of possible response/non-response bias.

Table 6 displays the representativeness of respondents by the gender of the former student. The percentages of respondents by gender are closely aligned to percentages within the target population.

Table 6: Representativeness of Respondents by Gender

Gender	number and % of Population	number and % of Respondents	Response Rate Differential
Male	681 (67.6%)	286 (68.9%)	1.3%
Female	327 (32.4%)	129 (31.1%)	-1.3%
Missing	0 (0.0%)	0 (0.0%)	0.0%
Total	1008 (100%)	415 (100%)	

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The results display a slight decline in Measure A, a continued decline in Measure B, and an increase in Measure C. The decline in Measure B primarily reflects poor competitive employment results by the 2011-2012 cohort of Exiters. Reasons for the drop in positive employment data continue to be speculative. The Alaskan economy is an important influence on employment opportunity. The results suggest that fewer competitive employment opportunities are available and employment below the definition of competitive employment is more prevalent. Extensive efforts again were made to contact

and survey Dropouts during the 2013 administration of the survey. Relative rates/ratio analyses were conducted on outcomes based on ethnicity and exit type. Whites were three times more likely to be engaged in higher education than all other minorities combined. Those who graduated with a regular diploma were 13 times more likely to be engaged in higher education. All other rates between exit types and ethnicities in regard to higher education, competitive employment, some other education or training, and some other employment were commensurate with one another.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

Data Source:

Data to be taken from State monitoring, complaints, hearings and other general supervision system components. Indicate the number of agencies monitored using different components of the State's general supervision system.

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

Applied: a. = 557

b. = 557

$557/557 * 100 = 100\%$

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
FFY 2004 (04-05)	70.1 %		
FFY 2005 (05-06)		100%	92.1%
FFY 2006 (06-07)		100%	99.7%
FFY 2007 (07-08)		100%	99.9%
FFY 2008 (08-09)		100%	100%
FFY 2009 (09-10)		100%	100%
FFY 2010 (10-11)		100%	100%
FFY 2011 (11-12)		100%	100%
FFY 2012 (12-13)		100%	100%

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2011 (7/1/11 to 6/30/12)	(a) # of Findings of noncompliance identified in FFY 2011 (7/1/11 to 6/30/12)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or training program, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings			
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings			
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			

4B. Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	Dispute Resolution: Complaints, Hearings			
5. Percent of children with IEPs aged 6 through 21 - educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
6. Percent of preschool children aged 3 through 5 – early childhood placement.	Dispute Resolution: Complaints, Hearings			
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
9. Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	Dispute Resolution: Complaints, Hearings			

11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	20	95	95
	Dispute Resolution: Complaints, Hearings			
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	8	13	13
	Dispute Resolution: Complaints, Hearings			
13. Percent of youth aged 16 and above with IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	16	57	57
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance: Administrative, IEP Development	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	17	385	385

	Dispute Resolution: Complaints, Hearings	4	7	7
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Other areas of noncompliance:	Monitoring Activities: Self- Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			557	557
Percent of noncompliance corrected within one year of identification =			(b) / (a) X 100 =	100.00%
(column (b) sum divided by column (a) sum) times 100.				

* Note that the numbers in this table may not correlate to the number of findings reported under individual compliance indicators. This table includes findings of noncompliance that were made with related requirements within the correlating indicator rows in addition to findings made with the specific regulatory requirements of the indicator.

Describe the process for selecting LEAs for Monitoring:

EED uses a cyclical compliance monitoring system, a dispute resolution system, (which includes mediation, complaints, and due process) and annual comprehensive district reporting (which includes student level data) through the supplemental workbook that collects 616 data to monitor LEAs and determine compliance with regulatory requirements of IDEA. Through these mechanisms, Alaska monitors compliance with not only the SPP/APR indicators, but related requirements and Alaska state requirements as well. Each district is monitored each year through the supplemental data collection workbook in addition to 10-15 districts that receive onsite cyclical compliance monitoring. Large districts receive onsite monitoring each year. Additional monitoring occurs whenever a need is identified.

Alaska notifies districts of findings of noncompliance within three months following its discovery of noncompliance. Written notification of findings of noncompliance includes the specific regulatory citation with which noncompliance has been found, evidence for the finding of noncompliance (quantitative and/or qualitative), and one-year timeline for correction and verification of correction. If noncompliance is not verified as corrected within one year of identification or if districts do not comply with corrective actions, Alaska imposes additional corrective actions including sanctions and enforcement actions such as

additional reporting requirements, directed use of funds for professional development, communication with district superintendents, and additional onsite monitoring.

For a more detailed description of Alaska's monitoring process please refer to the SPP indicator 15.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

The State of Alaska verified, consistent with OSEP Memo 09-02, that 100% of the findings made in FFY 2011 were corrected within one year. It met the 100% target. Alaska has been working closely with all 54 districts to ensure timely correction of all noncompliance. Alaska conducted onsite monitoring in 15 school districts during FFY 2011 and monitored all 54 districts for IDEA compliance through the supplemental workbook and Alaska's dispute resolution processes.

As reported, Alaska corrected and verified correction consistent with OSEP Memo 09-02:

- The findings listed above account for all instances of noncompliance, including noncompliance identified through Alaska's cyclical onsite monitoring visits, noncompliance identified through the annual collection of data, noncompliance identified through dispute resolution and any additional noncompliance identified. Alaska considers each individual instance of noncompliance identified during on-site monitoring to be a finding of noncompliance. Findings made through the supplemental workbook are grouped by citation and one finding is made per school district.
- Alaska identified, in writing through notification of noncompliance, where noncompliance occurred and the percentage level of noncompliance in each district. Through required plans of improvement (POIs), Alaska required districts to identify the root cause(s) of the noncompliance and address those root causes.
- When needed, Alaska required LEAs to change policies, procedures and/or practices that contributed to or resulted in noncompliance. Any required changes were detailed in the monitoring report that notifies the LEA of noncompliance and reported on through the POI.
- Prior to verifying correction of noncompliance, Alaska determined:
- that each LEA was correctly implementing the specific IDEA or Alaska requirements (i.e., achieved 100% compliance) based on a review of updated data including data subsequently collected through monitoring or data collections; and
- that every individual case of noncompliance was corrected, unless the child was no longer within the jurisdiction of the LEA. For timeline-specific requirements, Alaska verified that each required action, although late, occurred.

Specific activities that were conducted to verify correction of noncompliance are reported in individual compliance indicators. Activities conducted for all findings of noncompliance are also included below.

Identification of Noncompliance:

On –Site Monitoring

Alaska has a four-year on-site monitoring cycle for small districts. On-site monitoring takes place annually for Alaska's largest districts. Individual databases are used to record, measure, and compare data collected during on-site monitoring activities. Following an on-site monitoring visit, a report is sent to the district notifying the district of any findings of noncompliance and corrective actions required. Corrective actions as well as strategies for correction are individually addressed and tracked by EED in order to verify correction of noncompliance as soon as possible and no longer than one year from the time the LEA was notified by EED of the finding.

Supplemental Workbook

In the fall, the state requires a summary report of data submitted by each LEA via Supplemental Workbook. These data include data for 616 and 618 reporting as well as additional state indicators. EED program staff analyze it for noncompliance and issue finding(s) of noncompliance as appropriate to LEAs.

Findings of Noncompliance for On-Site Monitoring:

EED staff review a sample of student level data during on-site monitoring in the areas listed above. Depending on the size of the LEA, the number of files reviewed by EED staff during an on-site monitoring visit ranges from 10 to 50 files. These files are selected from various categories, including disability, ethnicity, grade level and school. For student file reviews a finding is issued for each instance of non compliance identified in these areas.

A student level finding is issued for each instance of noncompliance found at the student/file level. These findings require correction at the student level including the correction of any Eligibility, IEP, Transition Plan, FBA, or BIP that is found out of compliance.

Findings by district are also issued:

- For areas for which individual instances cannot be corrected (timelines); and
- Based on the level of noncompliance across all files reviewed, in addition to student-level findings.

Findings of Noncompliance for the Supplemental Workbook:

A student-level finding is issued for any youth aged 16+ with an IEP that did not have measurable, annual goals and transition services (see Indicator 13).

Findings by district were also issued:

- For areas for which individual instances could not be corrected (Timelines/Indicators 11 & 12);
- Based on the LEA's total level of noncompliance with Indicator 13, in addition to student-level findings.

Verification of Correction of Noncompliance found via On-Site Monitoring & Supplemental Workbook Consistent with OSEP Memo 09-02

For all individual instances of noncompliance, any Eligibility, IEP, Transition Plan, FBA, or BIP that was not in compliance, the district was required to make the corrections and provide the corrected document to EED. For LEAs that received annual on-site monitoring, EED also verified correction during a follow-up visit that occurred within the one-year timeline for correction. For indicators that are time-specific, EED verified that the requirement was completed (e.g. initial evaluation, IEP, etc.), although late. Please see further detail on verification of correction in Indicators 11 and 12.

1) EED analyzed the submitted data and verified that every individual instance of noncompliance had been corrected.

2) EED verified, by reviewing subsequent data, that each LEA that had been found to be out of compliance, was correctly implementing the specific regulatory requirements according to OSEP Memo 09-02.

- For findings of noncompliance, requirements for submission of subsequent data to demonstrate correction and verification of implementation of the specific regulatory requirements varied based on the level of noncompliance for each on site-compliance monitoring category and with Indicators 11, 12, & 13:
- For 75% to 99% compliance, the LEA was required to implement a POI that included teacher/staff training on the specific standard that was out of compliance and to submit subsequent data, collected following the training that showed 100% (the number of student files to be submitted for verification varied according to the LEA size).
- For any category an LEA scored below 75%, EED required LEAs to conduct a root cause analysis, develop improvement strategies based on that analysis, conduct teacher/staff training on the specific standard that was out of compliance, and to submit subsequent data, collected following the implementation of the strategies that showed 100% compliance (the number of student files to be submitted for verification varied according to the LEA size).
- If an LEA did not have new data in the noncompliant category to provide as evidence for verification of correction at the end of the correction period, EED verified it had been corrected through a subsequent review of policies, procedures and practices.

The subsequent on site monitoring compliance data was submitted to EED who then analyzed the data and verified that the data demonstrated full compliance at 100%, indicating that LEAs were implementing the specific requirements correctly.

When both of the requirements were met (individual student correction and subsequent data demonstrating compliance), EED provided the LEA with a closeout letter notifying the LEA that the noncompliance was corrected

In addition to the steps described above, EED verifies sustained correction and implementation of improvement activities outside of the one-year timeline by spot-checking files during subsequent onsite monitoring visits.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

In accordance with the FFY 2012 OSEP Measurement Table, Indicators 16 and 17 have been deleted from the SPP/APR. States report data on the timeliness of State complaint and due process hearing decisions as part of the data they submit under IDEA section 618.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3)(B))

Data Source:

Data collected under IDEA section 618.

Measurement:

Percent = (3.1(a) divided by 3.1) times 100.

Applied: (0/0) * 100 = 0%

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	73 %		
2005 (05-06)		73 %	73 %
2006 (06-07)		75 %	54 %
2007 (07-08)		77 %	20 %
2008 (08-09)		79 %	8 %
2009 (09-10)		NA (<10)	NA
2010 (10-11)		NA (<10)	16.7%
2011 (11-12)		NA (<10)	14.3%
2012 (12-13)		NA (<10)	NA

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska had no requests for due process hearings in FFY 2012. Because there were fewer than ten resolution sessions held, Alaska is not required to meet its target or develop improvement activities.

Alaska has an expectation that parties might be able to resolve issues without going to hearing. Alaska recognizes the nature of resolution agreements to be contingent and dependent upon factors known only by the parties of a resolution.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B))

Data Source:

Data collected under IDEA section 618.

Measurement:

Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

Applied: $1 / 1 * 100 = 100\%$

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	75%		
2005 (05-06)		77%	78%
2006 (06-07)		79%	83%
2007 (07-08)		81%	75%
2008 (08-09)		83%	75%
2009 (09-10)		NA (<10)	100%
2010 (10-11)		NA (<10)	78%
2011 (11-12)		NA (<10)	71%
2012 (12-13)		NA (<10)	100%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska recognizes that each mediation session is unique and dependent upon factors known only by the parties of the mediation. Mediation is a voluntary process that both parties agree to enter into. Alaska maintains a high standard and target for parties that engage in mediation.

EED continues to promote mediation at every opportunity. Alaska is not required to compare its data to the target because there were fewer than ten mediations held. Alaska's number of mediations have increased consistently during the SPP. Alaska believes this reflects our philosophy and the efforts made to promote mediation. Parents are turning to mediation more often than other due process avenues to resolve disputes.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.

Part B State Annual Performance Report (APR) for FFY 2012

Overview of the Annual Performance Report Development: See page 3

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

Data Source:

State selected data sources, including data from State data system and SPP/APR.

Measurement:

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (first Wednesday in February for child count, including race and ethnicity; and educational environments; first Wednesday in November for exiting, discipline, personnel and dispute resolution; December 15 for assessment; May 1 for Maintenance of Effort & Coordinated Early Intervening Services; and February 1 for Annual Performance Reports).
- b. Accurate, including covering the correct year and following the correct measurement.

Actual Target Data and Measurable and Rigorous Targets:

FFY	Baseline	Target	Actual
2004 (04-05)	Timeliness 100% Accuracy 100%		
2005 (05-06)		Timeliness 100% Accuracy 100%	Timeliness 100% Accuracy 100%
2006 (06-07)		Timeliness 100% Accuracy 100%	98.2%
2007 (07-08)		100%	100%
2008 (08-09)		100%	100%
2009 (09-10)		100%	100%
2010 (10-11)		100%	100%
2011 (11-12)		100%	100%
2012 (11-12)		100%	To be Calculated by OSEP

Actual Target Data for FFY 2012:

Indicator 20 Rubric to be completed by OSEP.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2012:

Alaska will respond to OSEP's calculation of the data for Indicator 20 during the opportunity for clarification.

Alaska has many mechanisms in place to ensure error free, consistent, valid and reliable data. In addition to detailed guidance that is updated often, Alaska monitors its data for compliance with validity and reliability standards through onsite and offsite activities. Alaska has made findings related to timeliness and accuracy of data and required correction of those findings in accordance with OSEP Memo 09-02.

Additional Information Required by the OSEP APR Response Table for this Indicator:

No additional information required.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2012:

No Revisions.